# ADDIS ABABA UNIVESITY

## COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**TEACHERS' ATTITUDES AND PERCEPTIONS TOWARDS 1:5 STUDENTS' GROUPING AS TEACHING STRATEGY: THE CASE IN NEFAS-SILK-LAFTO SUB-CITY, SECOND CYCLE (5-8) PRIMARY SCHOOLS**

**BY**

**CHALI BEKELE**

**JUNE 2017**

**ADDIS ABABA, ETHIOPIA**

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**CHALI BEKELE**

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This is to certify that the thesis prepared by Chali Bekele Fikadu entitled: "Teachers' Attitudes and Perceptions towards one-to-five(1:5) students' grouping as teaching strategy": the case in Nefas-Silk-Lafto sub-city second cycle primary schools, and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Curriculum and Instruction

Complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## Abstract

The purpose of this study was to identify teachers' Attitudes and perceptions towards one –to- five (1:5) students group form teaching strategy and to investigate the reason why teachers have negative/positive attitudes and perceptions towards this teaching strategy in second cycle (grade 5-8) primary schools. The study used mixed method that QUAN→qual(explanatory sequential design). The study used lottery method to select six (6) primary schools from 20 primary schools that were found in Nefas –Slik-Lafto sub – city. By using stratified sampling and random sampling techniques 210 second cycle primary school teachers were selected for the sample of the study. From these 210 teachers, 198 teachers were selected for quantitative part and 12 were selected for qualitative part. In the first phase of the quantitative part, 163 teachers participated (return rate was 82.3%) by filling in the questionnaire .The collected data was analyzed by frequency distribution, weighted Mean and percentage. Additionally, t- test of independent samples test of significance was used to identify, if in case, there is difference between male and female teachers' attitudes and perceptions towards one-to-five teaching strategy. The findings of this study revealed that teachers have negative attitudes and perceptions towards one-to-five student group form teaching strategy. The test of significance result also revealed that there is statistically significance difference between male and female teachers' attitudes and perceptions towards 1:5 student group teaching strategy. In the second phase, qualitative data was collected through interview based on the findings of first phase (i.e. the reason why teachers have negative attitude and perception towards 1:5 students group form).The collected data analyzed qualitatively and triangulated with the first result. It indicated "the inconsistency of 1:5 teaching strategy with teachers' beliefs of teaching, teachers were not trained in it as teaching method in teachers' training institution, but 1:5 grouping was recommended by government for all government sectors, farmers, women, for unemployed ,..,and also attempt to use it as teaching method ,not research based and recommendation from university lead teachers to perceive it as more political than teaching strategy " were the reasons for their negative attitudes and perceptions. The researcher suggests here that teachers need to be trained on the theoretical background and principles of 1:5 group at teacher training higher institutions and the issue of methodological aspects with respect to the new teaching innovation "what, why and how teachers have to use it in instructional strategy" would be more successfully and effectively implemented and if it would be addressed to teachers by higher institution than politicians.



Key words: one-to-five student group, perception, attitude.

## Abbreviations

**A=**Agree

CL=Cooperative Learning

D=Disagree

F=frequency

i.e=that is

M=Mean score

P=percentage

QUAN→qual =QANTITATIVE followed by qualitative

SA=Strongly Agree

SD=Strongly Disagree

Std.dev.=Standard deviation

U=Undecided

ZPD=Zone of Proximal Development

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Now days in education, the teaching learning approach teachers used and their views on how students to be grouped and engaged in the classroom instruction is a critical issue in Ethiopian primary schools. Despite that many researches advocate the effectiveness of learner –centered approach for the quality of education, many teachers still concentrated on the traditional teacher –centered teaching approach in many Ethiopian schools, and thus, they view it as they are in the right track of using good teaching approach. But the quality of education is a critical issue for all Ethiopian citizens at this moment. Recent national learning assessment report on grade 4 and grade 8 indicated that the results of the students' are below the minimum learning standard set at national level. Even worse, in many Addis Ababa second cycle primary schools (5-8), many students are not only have result less than the minimum learning standards, but also they couldn't able to write and read their name and a single sentence correctly. It is obvious that, when teachers used an appropriate teaching approach and students are engaged in the learning activities given, the intended education quality is improved. According to Cook and Cook (1998) ; Farrell(1989); Fuller(1986) and Grisay &Mahlck(1991) as cited in Derebssa (2006), the quality of education depends largely on the teaching- learning process.

In Ethiopia, education was a function associated with church from its earliest days and in turn most of the teachers in the country are its product. Thus, teachers' views (terminologies) of knowledge and thus how to transmit this knowledge to students is the result of the earliest days of influence that lead teacher- centered approach Girma(1967); Hailu,(1974) and Derbsa,(2006). This approach is a one way of tranisimition of knowledge from teacher to students; students are passive, listening to teacher talk and individualistic way, and even today, teachers concentrated on this; the way they were taught by their teachers. In line with this, according to Dan Lortie, (1975), that many teachers teach as they were taught earlier. But evidences from many researches criticize and challenge this teacher -centered approach. For instance, evidence from Howard Gardner,(1993) as cited in Clare M.McAlister (2009) makes a significance challenge to

the transmission model of teaching. Gardner shows that individuals learn in different ways and, thus only a few of people can learn in this one way of teacher –centered method. Besides to this, the Piaget (1926) and Vygotsky (1978) developed child cognitive development theories. Both advocate that students learn through interaction with in each other and environment, and have to actively participate in the learning process. Again, Dewy (1933) stated that "occasionally children need to be alone and on their own, but in the main they will learn more by doing things together".

It is being cognizant of this situation that the employment of learner- centered pedagogy is emphasized in the Ethiopian Education and Training Policy of 1994 and also the introduction of one-to-five (1:5) students grouping as teaching strategy in 2010 as the concept of cooperative learning .It is of course, the earliest dominant traditional teaching approach does not promote the students' interaction and learning in this 21$^{st}$century, so that an alternative method is preferable. The new teaching strategy; one-to-five (1:5) students' group form recommendation for Ethiopian schools by policy –makers in 2010 was the assumption for the improvements of students' learning and quality of education. Of course, to change the situation an alternative strategy is important. In line with this, according to Guskey, Thomas (1987), the vast majority of modern educational improvement efforts involve the implementation of new or alternative instructional practices. In some cases this requires only minor changes in class room activities, but in others it may mean the use of an entirely new curriculum or instructional approach. Since the decision about whether or not to try these recommended practices is a conscious one made by teachers (except, of course, in those instances where implementation is mandated), it is important to understand what factors influence that decision. Thus, though one of the new instructional approaches (1:5 students' group form) recommended and also mandate, many classroom observations and research indicated that its implementation did not run in line as it was intended. A recent research by Waldermariam & Girmay (2015), "student network as cooperative learning" revealed that the current teachers' practice of 1:5 student group did not follow the principles of cooperative learning. And also in my two years of observations of many primary schools in Nefas Silk Lafto Sub city,I observed that nothing is new in student 1:5 except that assigning and writing students' name and number of groups in the classroom on the paper. In my classroom instructional supervision in Addis Amba Primary school (cluster center for me), teachers using student 1:5 group as teaching strategy is rare but students always sit in 1:5 group

according to assigned by home room teachers. After my classroom supervision (post-supervision) I tried to deal with the issue of using 1:5studentsgrouping in feedback. But most teachers' reaction to my feedback that on this issue were: "It is time consuming, a bright (clever) student left behind, if I used 1:5 student groups I couldn't finish the portion according to the calendar set, many students become dependent of the clever student whom lead the group and while others complain that 1:5 group using in Ethiopian context did not come from educational profession as pedagogical suggestions, rather it came from the authority of political concern etc were " their reasons as reaction to my feedback. Besides to this according to Woldemariam and Girmay (2015), challenges related to teachers practice of 1:5 students' group they found teachers were seemingly leaving their students alone that assuming since they sat together they can learn by themselves, most of the time teachers rely on one method, teachers hardly organize and follow up the group, teachers hardly told students to divide responsibility and tasks and thus lead to complete the activity by one student.

From the above evidence and my observation point of view, the intention of using 1:5 student group form for classroom instruction as the concept of cooperative learning, which is one of learner- centered method is not in the line with intended and its principle .In my observation, teachers' less commitment, which is related to teachers' perceptions and attitudes might be factors contributed to the inappropriate use of 1:5students' group form. Of course, whatever new innovation in curriculum is planned its actual implementation in the classroom is by teachers. Instructional practices, in turn depend on how teachers view or perceive the new approach and thus what they bring to the classroom. Many researchers have identified two broad categories of characteristics that can affect teachers' ability and willingness to implement a program. According to Chen (1998); Han and Weiss (2005) cited in Michael et.al (2008), teacher-level characteristics (e.g., perceptions& attitudes) and contextual characteristics of the setting (e.g., school) are the factors that can affect teachers' ability and willingness to implement a program. Researchers also have identified certain characteristics and qualities of implementers that influence the degree to which a program is carried out with fidelity. As Rogers (2002) cited in Michael et.al (2008) points out, key factors associated with the adoption of an innovation (i.e., program) are whether innovators (i.e., teachers) perceive the program to be more advantageous than the old one and if it (i.e., the program) is consistent with existing values and beliefs. Subsequently, the beliefs one holds towards carrying out a specific behavior, (in this context

implementation of 1:5 student group form teaching strategy), should, therefore, reflects the attitudes one has towards the innovations. According to Schoenfeld (1992) cited in Aranezi and Rapti (2015), attitudes and perceptions influence teachers not only how, but also what he or she teaches. As such, teachers' attitudes and perceptions impact their teaching style, selected resources, as well as classroom establishment. Regarding to cooperative learning, according to Hijzen, Boekaerts, &Vedder, (2007);Webb, (2009) cited in Saborit, et.al ,(2016), teachers' attitude is a key factor for a proper implementation of cooperative learning and one of the main reasons to differentiate whether cooperative learning is efficient or not. In the same way,Dweck, (2012), cited in Saborit, et.al,( 2016), those teachers who adopt a positive attitude can only promote and use it in their classes. Additionally, as Gillies, (2014); Roseth, Johnson, &Johnson, (2008); Slavin et al., 2013) cited in Saborit, et.al (2016), described that teachers' negative attitude towards cooperative learning as an important barrier for its implementation in schools.

Teachers' attitudes and perceptions are important considerations in understanding classroom practice. As teachers' attitude and perceptions are important for understanding and improving educational processes, the rationale of this thesis was to identify teachers' attitudes and perceptions towards one-to-five (1:5) students' group form teaching strategy and the reason why teachers have positive or negative attitudes and perceptions towards one-to- five(1:5) students' group form teaching strategy.

### 1.2. Statement of the problem

The concept of 1:5 students' group form is the concept of cooperative learning. The most widely used team formation is that of heterogeneous group teams containing a high, two middle and a low achieving student and having a mix of gender and ethnic diversity that reflect the classroom population (Kagan 1994). Thus, the Ethiopian 1:5 student group form assumption is related with the mixed ability group of heterogeneous group and approached to *cooperative base group* types of cooperative learning (Johnson, Johnson, & Holubec, 1998a; Johnson, Johnson, & Smith, 1998).The general consensus is that cooperative learning can and usually does result in positive student out comes in all domains (Johnson and Johnson, 1999). In Ethiopian schools, this new approach, one of the instructional methods recommended to be implemented from second cycle (grade 5-8) primary schools to higher institutions since 2010. The assumption was that the teacher-centered approach didn't cope with all students' needs and interests as well as didn't

preferable for learners' well engagement in their learning. Of course, according to Slavin, (1987, 1991) ; Johnson & Johnson, (2010) cited in Najmonnisa, Amin & Ismail (2015), lecture based teaching facilitates individualistic and competitive learning environment that only facilitates for gifted or high –achiever students rather than catering the learning needs of average and below average students. According to these scholars, a traditional teaching classroom does not support the whole students' learning and social development of students. By contrast, cooperative learning is a teaching method, in which students of diverse background are assembled in groups to accomplish a common task. It facilitates to develop better relationship among gifted, average and below average learners, enhance their self-esteem and improve their attitude towards learning. Johnson and Johnson (1989) stated that cooperative learning emphasizes that students should take active role and should be engaged in the learning process and they should take the responsibility of their learning. Unlike to teacher-centered method, teacher's role should be more of a guide or a facilitator rather than the domination of the learning process.

In spite of the new instructional innovation (1:5 students group form) introduced as cooperative learning and its effectiveness, how teachers view and implement it in Ethiopian primary schools is contrary to the principle of cooperative learning, and thus, one of the problems might be teachers' perceptions and attitudes towards using this new recommended teaching strategy. In line with this Doyle & Ponder,(1977) cited in Guskey, Thomas (1987), suggest that three criteria influence teachers' decisions regarding the implementation of recommended practices. The first is instrumentality, which refers to how clearly and specifically the practices are presented. The second is congruence, which describes how well the new practices are aligned with the teachers' present teaching philosophy and practices. The third is cost, which is a teachers' estimate of the extra time and effort the new practices require compared to the benefits of new method that such practices are likely to yield .All the above concepts indicated how teachers, view or understand or perceive, and claim the new innovation to implement which show teachers' perceptions and attitudes. According to Guskey (1987), investigation the findings indicated that there are fairly strong and statistically significant relations between perceptions of teachers that are generally associated with instructional effectiveness, and attitudes toward the implementation of instructional innovation.

Thus, the researcher intended to identify teachers' perceptions and attitudes towards 1:5 students' group form teaching strategy, and why teachers behaved positively or negatively in perceptions and attitudes towards 1:5 students' group form teaching strategy, in Nefas- Silk Lafto Sub-City, second cycle (5-8) primary schools. The researcher forwarded the following leading questions and hypothesis to be answered at the end of this study.

**Research questions**

1. What are teachers' attitudes and perceptions towards 1:5 students' grouping as teaching strategy in second cycle primary schools?

2. What is/are the reason/s for teachers to have positive or negative attitudes and perceptions towards 1:5 students' grouping as teaching strategy in second cycle primary schools? Why so?

**Hypothesis**

3. There is no significance difference between male and female teachers in attitude and perception towards 1:5 students' grouping as teaching strategy in second cycle primary schools.

## 1.3.Objective of the Study

### 1.3.1. General objectives of the study:

- To identify teachers' perception and attitude towards 1:5 student group form teaching strategy.
- To investigate the reason why teachers behaved negatively or positively in attitude and perception towards 1: 5 student group forms.

### 1.3.2. Specific objectives of the study:

- To find out the appropriate ways of using one-to-five (1:5) student group form teaching strategy
- To insight the pre-request skills for teachers to implement 1:5 student group from teaching strategy
- To insight the pre-request skills needed for students to learn in 1:5 student group form
- To inform policy makers factors that affect the implementation of 1:5 student group forms teaching strategy.

## 1.4. Significance of the Study

This study has many contributions for teachers, students, teachers training institution and policy makers. Thus:

- It helps teacher training college and university to work on the root cause of teachers' perception and attitude that can affect the new teaching innovation of implementation.
- It helps teachers to use 1:5 students' group form appropriately in instructional methods.
- It helps students to use 1:5 for good academic achievement and good interdependence among them.
- It helps Policy- makers to work cooperatively with teacher training institutions on the root cause of teachers' perception and attitude that can affect the implementation of 1:5 student group forms.

## 1.5.Delimitation of the Study

This study was conducted in Addis Ababa, Nefas Silk Lafto sub city, second cycle (grade 5- 8) primary schools. The scope of the study was on the area of teachers' perceptions and attitudes towards 1:5 student group forms teaching strategy and the reason why teachers behaved positively or negatively towards one-to- five (1:5) student group form teaching strategy.

### 1.6.Limitation of the study

In this study, the school principals and students view of 1:5 student group forms are important, but due to financial and time constraints the researcher was unable to include them in this research. So it is one of the limitations of the study. Secondly, due to financial and time constraints the researcher used small number of participants for interview. This is also another limitation of the study. The researcher was unable to cover the school related factors with respect to the implementation of one-to-five student group forms to be observed in check list, is also another limitation of the study.

## 1.7. Operational Definition of Terms

**Beliefs=**a principle, proposition, idea, epistemology of knowledge, accepted as true in teachers' thought of teaching approach.

**Cooperative Learning**= is an educational approach which aims to organize classroom

activities into academic and social learning experiences, and students learn in cooperation.

**1:5 student group forms**: a group of students containing a high, two or three middle and low achiever students, which consist of gender and different ethnic group, five students in one group.

**Perception**= Teachers' awareness, insight, view, perceive of 1:5 student group forms

**Attitude**= Teachers' outlook, predisposition, feeling, or tendency to act in one way or another

towards 1:5 student group form

**Student-centered methods=**a teaching approach in which students actively participate in teaching learning process and construct knowledge**.**

**Teacher-centered methods**= the teacher dominated teaching approach in which students passive and expected knowledge that transmit only from teacher to students.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

In this chapter as the concept of one-to-five (1:5) student grouping as teaching strategy belongs to one of the cooperative learning, the definitions of Cooperative Learning, its elements and contributions as well as factors related to its implementation to be seen also describes the one-to-five student group form teaching strategy.

## 2.1.Definitions of Cooperative Learning

The term cooperative learning (CL) has been defined by many scholars. However, most of their attempts to define cooperative learning reflect more or less the same ideas. The followings are some scholars' definitions of cooperative learning. Cooperative learning is a pedagogical practice that has attracted much attention over the last three decades because of a large body of research that indicated students gain both academically and socially when they have opportunities to interact with others to accomplish shared goals Johnson & Johnson, (2002); Lou et al., (1996); Slavin,(1996) as cited in Robyn and Boyle (2009).

Philip C. Abrami, et.al, (2004), defined Cooperative learning (CL) as an instructional strategy in which students work actively and purposefully together in small groups to enhance both their own and their teammates' learning. Olsen & Kagan,(1992) defined Cooperative learning as group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Thus, cooperative learning has taken on the degree of a set of highly structured, psychologically and sociologically based techniques that help students work together to reach learning goals. Johnson& Johnson, (1998) provided a brief definition of cooperative learning and differentiated it from competitive and individualistic learning as the instructional use of small groups through which students work together to maximize their own &each other's learning. Kagan (1990), described about cooperative learning as: in classrooms where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planning and evaluating together. Rather than working as individuals in competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all

students participate in significant and meaningful ways. It is a methodology that employs a variety of learning activities to improve students understanding of a subject by using a structured approach which involves a series of steps, requiring students to create, analyze and apply concepts. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement. Students work until each group member successfully understands & complete the assignment, thus creating an "atmosphere of achievement" (Panitz, 1996). One reason for improved academic achievement is that students who are learning cooperatively are more active participants in the learning process Lord, (2001) as cited in Guptal &Ahuja (2014).Parkay and Stanford (2007) explained cooperative learning as students working in small groups, or teams, sharing and helping one another with their task. Similarly Sharan (1990) also gave another perspective to the approach as a group centered and student-centered approach to classroom teaching and learning. Slavin (1987) stressed on the composition of the group stating it as small, mixed ability learning group in which students are encouraged or required to work together. For Salend (1994) cooperative learning is an organized method, in which students work for common academic goal rather than competing or working separately from their peers.

In all the above definitions of Cooperative Learning, although researchers have not used the same official definition of this term, all of them refer to cooperative learning as a "set of methods and an instructional strategy in which students work together on structured activity in small groups and help one another to achieve common goals."

### 2.2.Types of Cooperative Learning

According to Johnson, Johnson, & Holubec, (1998a, 1998b) cooperative learning is a flexible procedure and can be used for a variety of purposes. Cooperative learning groups may be used to teach specific content (formal cooperative learning groups), to ensure active cognitive processing of information during a lecture or demonstration (informal cooperative learning groups), and to provide long-term support and assistance for academic progress (cooperative base groups).

#### 2.2.1. Formal cooperative learning

It consists of students working together, for one class period or several weeks, to achieve shared learning goals and complete specific tasks and assignments (e.g., problem solving, writing a

report, conducting a survey or experiment, learning vocabulary, or answering questions at the end of the chapter) (Johnson, Johnson, & Holubec, 1998b). Any course requirement or assignment may be structured cooperatively. In a formal cooperative learning group, teachers:

1. Make a number of pre instructional decisions. Teachers specify the objectives for the lesson (both academic and social skills) and decide on the size of groups, the method of assigning students to groups, the roles students will be assigned, the materials needed to conduct the lesson, and the way the room will be arranged.
2. Explain the task and the positive interdependence. A teacher clearly defines the assignment, teaches the required concepts and strategies, specifies the positive interdependence and individual accountability, gives the criteria for success, and explains the social skills to be used.
3. Monitor students' learning and intervene within the groups to provide task assistance or to increase students' interpersonal and group skills. A teacher systematically observes and collects data on each group as it works. When needed, the teacher intervenes to assist students in completing the task accurately and in working together effectively.
4. Assess students' learning and help students process how well their groups functioned. Students' learning is carefully assessed and their performances evaluated. Members of the learning groups then discuss how effectively they worked together and how they can improve in the future.

### 2.2.2. Informal cooperative learning

It consists of having students work together to achieve a joint learning goal in temporary, the groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 1998a; Johnson, Johnson, & Smith, 1998). During a lecture, demonstration, or film, informal cooperative learning can be used to

(a)- focus student attention on the material to be learned,

(b) set a mood conducive to learning,

(c) help set expectations as to what will be covered in a class session,

(d) ensure that students cognitively process the material being taught, and

(e) 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 engage in 3-5 minute focused discussions before and after a lecture and 2-3 minute turn-to their-partner discussions in throughout a lecture.

### 2.2.3. Cooperative base groups

This type of cooperative learning is long-term, heterogeneous cooperative learning groups of 3-4 members with stable membership (Johnson, Johnson, & Holubec, 1998a; Johnson, Johnson, & Smith, 1998). Base groups give the support, help, encouragement, and assistance each member needs to make academic progress (attend class, complete all assignments, learn) and develop cognitively and socially in healthy ways. Base groups meet daily in primary school and twice a week in secondary school (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.

The use of base groups tends to improve attendance, personalize the work required and the school experience, and improve the quality and quantity of learning. School and classroom management is enhanced when base groups are given the responsibility for conducting a year-long service project to improve the school. The larger the class or school and the more complex and difficult the subject matter, the more important it is to have base groups. Base groups are also helpful in structuring homerooms and when a teacher meets with a number of advisees. In this study the concept of one-to-five (1:5) student group form is approached to the cooperative base groups type of cooperative learning.

## 2.3.The concept of One-to-five (1:5) student group form as cooperative learning

In this study one-to-five(1:5) student group form is approached to the concept of cooperative base groups ;that are long-term, heterogeneous cooperative learning groups of 3-4 members with stable membership (Johnson, Johnson, & Holubec, 1998a; Johnson, Johnson, &Smith, 1998) and the Spencer Kagan's Structures of Cooperative Learning (Kagan, 1994) ,in which, the most widely used team formation is that of heterogeneous teams, containing a high, two middle, and a

low achieving student and having a mix of gender and ethnic diversity that reflect the classroom population. The rationale for heterogeneous groups argues that it produces the greatest opportunities for peer tutoring and support as well as improving cross-race and cross-sex relations and integration. Occasionally, random or special interest teams could be formed to maximize student talents or meet a specific student need (Kagan, 1994). This team formation is coincide with the current recommended in Ethiopian schools to be implemented (i.e. five students in one group which consists of one high achiever, two middle achievers and two/three middle achiever students that consist of five students in one group.

## 2.4.Basic Elements of Cooperation

According to (Johnson & Johnson, 1989; Johnson, Johnson, & Holubec, 1998a), in order for an activity to be cooperative, five basic elements are essential and need to be included. These five essential elements are:

### 2.4.1. Positive interdependence

Positive interdependence is the most important element of cooperative learning because it implies that the presence of cooperation among the group members (Johnson and Johnson 1990). Positive interdependence is the perception that' we are linked with others in a way so that we cannot succeed unless they do'. In other words, students understand that they "sink or swim together'' (Johnson & Johnson, 1999; Johnson, Johnson, & Holubec, 1998). Students realize that the effort of all group members and including each individual's effort is required for the group to achieve their goal. Students' perception is that "their work benefits us and our work benefits them". Within every cooperative lesson, positive goal interdependence must be established through mutual learning goals (learn the assigned material and make sure that all members of the group learn the assigned material). In order to strengthen positive interdependence, joint rewards, divided resources (giving each group member a part of the total information required to complete an assignment), and complementary roles (reader, checker, encourager, elaborator) may also be used. Positive interdependence creates promotive interaction. Promotive interaction occurs as individuals encourage and facilitate each other's efforts to reach the group's goals (such as maximizing each member's learning) (Johnson & Johnson, 1974, 1989, 2005a, 2009a).According to the above scholars' views about positive interdependence, " if there is no positive interdependence, there is no cooperation, if there is no cooperation, there is no result, or goal achievement."

### 2.4.2. Individual accountability

Individual accountability is the learners in the group member that (he/she) is accountable for completing his or her part of the work. It requires each member in the group to develop a responsibility to learn and to help responsibility forces that add the concept of 'ought to' group members motivation one ought to do one's part, pull one's weight, contribute, and satisfy peer norms (Deutsch, 1949, 1962; Johnson &. Johnson,1989, 2005a).Individual accountability is essential to achieve group goals in cooperative learning( Slavin 1996).It exists when the performance of each individual student is assessed and the results are given back to the group and the individual. The purpose of cooperative learning groups is to make each member a stronger individual. Students learn together so that they can subsequently perform higher as individuals. To ensure that each member is strengthened, students are held individually accountable to do their share of the work. Common ways to structure individual accountability include:

(a) Giving an individual test to each student,

(b) Randomly selecting one student's product to represent the entire group, or

(c) Having each student to explain what they have learned to a classmate. According to (Johnson & Johnson, 1999) the assessment of the individual student warns that individual accountability exists and the feedback to the group and to the individual it tells who needs more assistance, support and encouragement.

### 2.4.3. Face-to-face promotive interaction

Positive interdependence is posited to result in promotive interaction, Promotive interaction occurs as individuals encourage and facilitate each other's efforts to accomplish the group's goals. (Johnson & Johnson,2009) .Individuals promote each other's success by helping, assisting, supporting, encouraging, and praising each other's efforts to achieve. Certain cognitive activities and interpersonal dynamics only occur when students get involved in promoting each other's learning. These include orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present with past learning. Accountability to peers, ability to influence each other's reasoning and

conclusions, social modeling, social support, and interpersonal rewards all increase as the face-to-face interactions among group members increase. This increase the each individual commitment to each other as well as to their mutual goals (Johnson, Johnson, & Holubec,1993) .In addition, the verbal and nonverbal responses of other group members provide important information concerning a student's performance. Silent students are uninvolved students who are not contributing to the learning of others as well as the rest of the group member to learn. To obtain meaningful face-to-face interaction, the size of groups needs to be small (2-4 members)(Johnson & Johnson, 1999) .This number of the group member and the face-to-face sitting arrangements approaches to the today's Ethiopian school 1:5 student group forms.

### 2.4.4. Social skills

Social skills contribute to the success of a cooperative effort requires interpersonal and small group skills. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Persons must be taught the leadership, decision-making, trust-building, communication, and conflict-management skills just as purposefully and precisely as academic skills. According to (D. W. Johnson, 2009; D. W. Johnson & F. Johnson, 2009), 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. Teaching students social skills and its strategies to use are very important for cooperative learning (Johnson and Johnson (1997). According to Archer-Kath et al, (1994) cited in (Johnson & Johnson, 2009) giving participants individual feedback on how frequently they engaged in targeted social skills was more effective in increasing participants' achievement than was group feedback.

### 2.4.5. Group processing

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. The purpose of group processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals. As (Yager, Johnson, Johnson, and Snider ,1986)cited in Johnson &Johnson,2009) stated that high-, medium-, and low-achieving participants rated higher on daily achievement, post instructional achievement, and retention measures in the cooperation

with group- processing condition than did participants who engaged in cooperation without any group processing or individualistic efforts. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to be continued or changed. According to Johnson and Johnson (1998, 1999), group processing refers to intra-group reflection to identify supportive and ineffective interaction and to decide which group behaviors' should continue or be terminated. When difficulties in relating to each other arise, students must engage in group processing and identify, define, and solve the problems they are having working together effectively. Giving opportunities for students to reflect on what is going on in the group help to improve their learning. Putnam (1997) stated that students should be encouraged to reflect on the groups goals from time to time.

Understanding these five basic elements and developing skills in structuring them allows teachers to: adapt cooperative learning to their unique circumstances, needs, and students' interest in their use of cooperative learning, and prevent and solve problems students have in working together. If teachers implement these basic elements of cooperative learning, the students' achievements and togetherness will become strong**.** Achievement is then become seen as a "we thing, not a me thing," it is always the product of many hands and heads as (John Atkinson) cited in (Johnson & Johnson, 1999).

### 2.5.Historical Background of cooperative learning

Few instructional practices have been more successfully implemented in the past 60 years than cooperative learning. Cooperative learning was relatively unknown and unused in the 1940s, 1950s, 1960s, and 1970s. During that time, there was considerable cultural resistance to the use of cooperative learning, at that time competition has highly valued rather than cooperation. However, in the late 1960s, after competition began to be criticized (e.g., Sexton, 1961), the cultural resistance changed to rugged individualism, that is, the view that strong individuals were built by isolating each student and having students learn by themselves without interacting with classmates. By that time, individualistic procedures were recommended, such as: programmed learning, which was aimed at allowing students to go through the curriculum at their own pace independent of classmates' rates of learning, and operant conditioning, which included behavioral modification (Skinner, 1968). Individualistic learning was then challenged by social

scientists who pointed out the essential role of peer interaction and relationships in socialization and learning (Hartup, 1976; Johnson, 1980; Johnson &R. Johnson, 1981d; Ladd, 1999; Lewis & Rosenblum, 1975). It was not until the 1980s that cooperative learning began to be widely accepted. The application of social interdependence theory to education has become one of the most successful and widespread applications of social and educational psychology to practice.

**Historical Roots**

The historical roots of social interdependence theory can be traced to the emerging school of gestalt psychology at the University of Berlin in the early 1900s. Gestalt psychology was part of the shift from mechanistic to field theories (Deutsch, 1968). As the field became the unit of analysis in physics, so did the whole or gestalt become the focus of the study of perception and behavior for gestalt psychologists. They posited that humans develop organized and meaningful views of their world by perceiving events as integrated wholes rather than as a summation of parts or properties. One of the founders of the gestalt school of psychology, Kurt Koffka, proposed that, similar to psychological fields, groups were dynamic wholes in which the interdependence among members could vary (Deutsch, 1968; Deutsch & Krauss, 1965).

Building on the principles of gestalt psychology, Kurt Lewin(1935, 1948) proposed that the essence of a group is the interdependence among members that results in the group being a dynamic whole so that a change in the state of any member or sub- group changes the state of any other member or subgroup. Group members are made interdependent through common goals. As members perceive their common goals, a state of tension arises that motivates movement toward the accomplishment of the goals.

Although small-group learning has been used since the beginning of human existence, the modern use of cooperative learning primarily began in 1966 with the training of teachers at the University of Minnesota in the effective instructional use of small groups Johnson, (1970) ; Johnson & R. Johnson, 1974)

Cooperative learning is now utilized in schools and universities throughout most of the world in every subject area and from preschool through graduate school and adult training programs. Its use so pervades education that, almost anywhere in the world, it is difficult to find a textbook on instructional methods, teachers' journals, or instructional materials that does not discuss

cooperative learning. The success of cooperative learning is largely based on its having a clear theoretical foundation and hundreds of validating research studies that point the way for operational procedures for practitioners such as teachers.

## 2.6.Educational Theories that Underline Cooperative Learning

### 2.6.1. Original Theory of Cooperative Learning

By 1949, &1962 Morton Deutsch, extended Lewin's notions by examining how the tension systems of different people may be interrelated. He conceptualized two types of social interdependence—positive and negative. *Positive interdependence* exists when there is a positive correlation among individuals' goal attainments; individuals perceive that they can attain their goals if and only if the other individuals with whom they are cooperatively linked attain their goals. Positive interdependence results in promotive interaction (i.e., individuals encouraging and facilitating each other's efforts to complete tasks in order to reach the group's goals).*Negative interdependence* exists when there is a negative correlation among individuals' goal achievements; individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals. Negative interdependence results in oppositional interaction (i.e., individuals discouraging and obstructing each other's efforts to complete tasks in order to reach their goals).*No interdependence* exists when there is no correlation among individuals' goal achievements; individuals perceive that the achievement of their goals is unrelated to the goal achievement of others. The basic premise of social interdependence theory is that how participants' goals are structured determines the ways they interact and the interaction pattern determines the outcomes of the situation (Deutsch, 1949, 1962).

### 2.6.2. Cognitive-Developmental Theory

The cognitive development perspective arose from the work of Piaget (1926) and Vygotsky (1978). Based on the Piaget and Vygotsky theories of cognitive development and perspectives with those of their colleagues, (Slavin, 2011) stated that reciprocal interaction among children around suitable academic tasks creates growth in the knowledge of concepts and critical skills.
This indicated that students interactions in their group and participating together in every aspects of academic tasks help them to learn and important to their cognitive developments.

Vygotsky's notion of the Zone of Proximal Development (ZPD) is meaningful to learning. Such learning happens through interaction with each other in the ZPD. Vygotsky defines the ZPD as:

*The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.* (Vygotsky, 1978, p.86).

Vygotsky stresses the importance of cooperative activities and argues that the development of children is promoted by cooperative activities. In his view, cooperative activities among children promotes growth because children of the same age work in one another's ZPD and model behaviors, which is more effective than children working individually (Slavin, 2011). Vygotsky (1978) argues that "functions are first formed in the collective in the form of relations among children and then become mental functions for the individual… Research shows that reflection is developed from argument. "In the learning process, a crucial element is that it must stimulate inside growth that only happens when a child joins, in cooperation and interaction, with his or her peers (Vygotsky, 1978). In addition, knowledge is a "societal product" because cognitive processes are "the outcomes of cultural and social interactions" (Vygotsky, 1978, p.84), and a cause of learning must be social interaction. To stress the importance of the role of social interaction, Vygotsky (1978) claims that "individual learners first learn through individual to individual social interaction and then knowledge is individually internalized" .Hence, social interaction needs to be encouraged in the process of learning because if social interaction or group interaction does not exist, students may not reach any shared goals or achievement (Slavin, 1990; Johnson & Johnson, 2008).The work of Piaget (1926) supports the cognitive developmental perspective, and argues that knowledge, values, regulations, morals and systems of symbols may only be learned effectively through interaction among participants. If Vygotsky's theory considers that learning and its results occur from social interaction, and all contribute to cognitive development, Piaget's theory considers that cognitive development occurs from social interaction, and all contribute to learning and its results. Piaget's developmental theory emphasizes the involvement and participation of learners in the learning and thinking process. In the learning process, learners construct and reconstruct knowledge by themselves. Piaget (1926) claims that an active discovery learning environment should be encouraged to provide students with opportunities for assimilation and accommodation. This means that learners will incorporate the new knowledge and then assimilate it to their existing

knowledge. If the new knowledge is not consistent with the existing one, it needs accommodation and creates equilibrium(Piajet,1971).Accordingly, if equilibrium is maintained, and knowledge is constructed and reconstructed in relation to the existing knowledge of learners and learning environment, cognitive growth will be created (Piaget, 1971). Piaget (1926) claims that teachers need to assess learners' current level of cognitive strengths and weaknesses in order to apply appropriate teaching approaches. The instructional pedagogy also needs to be personalized to help learners have more opportunities to interact with others on learning tasks. Piaget views teachers as facilitators of student learning, their role being to instruct and encourage students to do their work and to learn from working with others. Some Piagetians (Murray, 1982; Damon, 1984; and Wadsworth, 1984) call for cooperative activities in schools because reciprocal interaction between learners on learning tasks brings more positive outcomes in students' learning achievement. According to Heywood (1990), schools should be, among other things, places where important conversations can take place and that cooperative learning strategies help those conversations to happen in every classroom. In addition, Slavin (1996) stated that students cannot learn much from others, if there is no social interaction in learning. Both scholars stressed how much interaction and conversation help for students' learning, which can be more apply these in cooperative learning.

### 2.6.3.Social Interdependence Theory

The origin of theoretical approach to cooperation is social interdependence theory. Of the theories of cooperation, social interdependence theory is the most important in terms of research generated and practical applications. The initial formulation of social interdependence theory was published in 1949 (Deutsch, 1949). Its roots, however, lie in the work of two earlier prominent psychologists. In the early 1900s, Kurt Koffka, one of the founders of Gestalt psychology proposed that groups were dynamic wholes in which the interdependence among members could vary. In the 1920s and 1930s, Koffka's proposal was extended by Kurt Lewin, who stated that: (a) the essence of a group is the interdependence among members (created by common goals) that resulted in the group being a "dynamic whole" so that a change in the state of any member or subgroup changes the state of all other members or subgroups; and (b) an intrinsic state of tension in group members motivates movement toward the accomplishment of the desired common goals. He proposed that goal interdependence results in the group being a

"dynamic whole" so that a change in the state of any member or subgroup changes the state of any other member or subgroup. One of Lewin's graduate students, Morton Deutsch (1949) extended Lewin's notions to the relationship among the goals of two or more individuals. In doing so, he developed a theory of cooperation and competition. Deutsch (1949) defined positive interdependence (i.e., cooperation) as existing when a situation is structured so that individuals' goal achievements are positively correlated; individuals perceive that they can reach their goals if, and only if, the others in the group also reach their goals. Thus, individuals seek outcomes that are beneficial to all those with whom they are cooperatively linked. He defined negative interdependence (i.e., competition) as existing when a situation is structured so that individuals' goal achievements are negatively correlated; each individual perceives that when one person achieves his or her goal, all others with whom he or she is competitively linked fail to achieve their goals. Thus, individuals seek an outcome that is personally beneficial but detrimental to all others in the situation. Later, Deutsch (1962) added individualistic efforts, which exist when a situation is structured so there is no correlation among participants' goal attainments. Each individual perceives that he or she can reach his or her goal regardless of whether other individuals attain or do not attain their goals(Deutsch, 1962). Thus, individuals seek an outcome that is personally beneficial without concern for the outcomes of others.

### 2.6.4. Social learning theory

Bandura's (1977), social learning theory states that neither inner forces nor environmental stimuli drive people as isolated influences. Behavior and complex learning must be 'explained in terms of a continuous reciprocal interaction of personal and environmental determinants that virtually all learning phenomena resulting from direct experience occurs on a clear basis by observing other people's behavior and its consequences for them' .Therefore, human behaviors are affected by observation and by direct experience. The social learning theory emphasizes that behaviors result from both the social interaction of people and their environments. Personal and environmental factors determine each other, and the influences are bi-directional. The social learning theory explains human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral and environmental determinants. Interaction is viewed as a process of reciprocal determinism; behavior, mother personal factors, and environmental factors all operate as interlocking determinants of each other. Social interaction between learners and role models is

required for social learning to occur. If there is no interaction, there is no learning .All these concepts justifies the importance of student interaction within each other and their environment in learning, which is advocated by cooperative learning.

### 2.6.5. Motivational Theory

Motivational theories focus on reward that derives students to behave in a certain manner. A cooperative environment creates a context in which students want to help one another. This motivates students to do well for themselves and make sure the other members of the group are also doing so. Students striving to meet their goals are motivated to encourage and support their group members to bring forth their best effort. Cooperative goals create norms that affect students' achievement positively (Slavin, 1995). Consequently, academic achievement leads to social acceptance (Slavin, 1995). In the traditional classroom, the competitive and/or individualistic goals are not related positively. Actually, an individual's academic achievement is unrelated to the rest of the class or it is against it. Academic achievement is not seen positively by the other students. This discourages students from striving for academic excellence (Slavin, 1995).

## 2.7.Factors in Implementing Cooperative Learning

Many studies found that there are many factors contribute for the successful implementation of cooperative learning. In this study as the concept of one-to- five (1:5) students group form is the concept of cooperative learning and also it is new teaching innovation to be implemented, factors related to implement new educational innovation also briefly reviewed.

To implement or to take place for cooperative learning, certain factors need to be present. In essence it involves: pupils working together in small groups on a joint task which ensures interdependence and promotive interaction, underpinned by the pre -requisite small group and social skills. Whilst extensive research exists on cooperative learning that the majority of this related to its impact on teaching and learning, as comparison of the many different methods and its use in different subjects, age groups and contexts. However, more recent research, particularly that conducted by Gillies (2003) and that derived from the Social Pedagogic Research into Grouping (SPRinG) project (Blatchford et al, 2003; 2005), sheds important light on successful implementation. This research provides guidance on implementation reveals two recurrent

themes in successful implementation: specific teaching of the necessary skills: interpersonal and small group skills; and supporting teachers in implementing Cooperative Learning.

### 2.7.1. Teaching Interpersonal and Small Group Skills

According to Robyn Gillies (2003) issues in implementation of cooperative learning found that : the importance of explicitly structuring cooperative small-group work in classrooms if children are to derive the benefits widely attributed to this pedagogical practice .The study found 'the support provided to schools in implementation, including procedures in putting pupils in groups, training pupils in small group skills, topics to be covered, resources available and the data collection procedures. Teachers were then trained in the process and they then set up Cooperative Learning groups in their classrooms. In the study of Gillies (2003) result showed that students in the structured groups (those where there was task interdependence and the students were trained to cooperate) showed more cooperative behavior, and were less likely to work independently. Swing and Peterson (1982) experimented with training in task-related interaction and improving explaining skills, which showed that trained groups produced higher rates of interaction including higher order explanations. Lew et al (1986) also trained students in skills of sharing ideas and information, keeping the group on task, praising and encouraging the contributions of others and checking to make sure everyone understood what was being taught. Giving pupils specific feedback and asking them to reflect on the group's performance also shows good results (Johnson et al, 1990).The need for specificity in feedback is highlighted by Huber and Eppler (1990), where lack of specific criteria for evaluating performance showed that feedback had no effect on achievement. Webb & Mastergeorge (2003) found three aspects to be important in developing pupils' helping behavior for Cooperative Learning. The first one is to developing pupils' ability to ask precise questions that show what aspect of a problem they do or do not understand. The second is that pupils must be persistent in asking for help from peers until they are satisfied. The third is, once an explanation is clear, pupils need to apply it.

Gillies and Ashman (1996) found that children who were given explicit training in the skills of Cooperative Learning were more successful. These children used language that was more inclusive of others, gave more detailed explanations to assist each other, and obtained higher learning outcomes than those in untrained groups. Two types of skills teaching were found to be necessary: firstly interpersonal skills that support communication and secondly small group skills

that support full participation. Johnson and Johnson (1996) also found that pupils who were trained in conflict resolution and peer mediation applied these skills to classroom and non-classroom situations.

In all the above researches result underlined that how much it is important to train students with the necessary skills for the successful implementation of cooperative learning and its contribution for students' learning. In other words without training students these skills it is so difficult to get what has to be obtained from cooperative learning.

### 2.7.2. Supporting Teachers in Implementing Cooperative Learning

Another key factor in successful implementation concerns training teachers in the procedures necessary to implement cooperative small-group learning. Lou et.al.(2000) trained teachers in the basic elements of cooperative learning and its procedure on how to implement continuously. Then the result found that when teachers were trained, they were more able to adapt their teaching to small group instruction and achieve success. According to Gillies (2003), indicated clearly that both students and teachers need to be trained to manage the demands of small group work effectively. Students need explicit training in the interpersonal and small group skills that facilitate co-operation and helping, and teachers need to be trained in the strategies required to implement and manage small groups. One case study conducted by (Nath et al, 1996) in inner city school in USA,on one primary school with nine teachers over a period of one year and fond factors that were necessary to implement Cooperative Learning effectively. These were:

1. Teachers need to be well trained in the philosophy of Cooperative Learning and they need a teacher leader or facilitator with whom they can consult about issues and concerns.
2. Administrative support must be provided for teachers.
3. Group meetings amongst teachers must be arranged for support and to exchange ideas.
4. Teachers should be allowed time and experience to become comfortable with Cooperative Learning.
5. In the early stages of implementation, teachers should be allowed to form small teams of two or three pupils until the pupils learn the necessary skills to co-operate in larger .This also showed that training teachers and students on the procedure and skills are the factors for the successful implantation of cooperative learning.

### 2.7.3. Other key factors related to the implementation of cooperative learning

There are also other factors for teachers to implement educational innovation. In this study understanding one to five (1:5) student group form teaching strategy as a new educational innovation teaching method to be adopted, it is important to see some factors related to factors for teachers to implement educational innovation. According to Briscoe, (1991): Rich, (1990) cited in Abrami et.al (2004), the congruency between the innovation and teachers philosophy of education is factors for teachers to implement educational innovation. In this case if the new innovation one is congruent with teachers philosophy of education it can be easily adopted and implemented, but if it contradicts with teachers philosophy of education and teaching it leads to resistance and to be have negatively seen by teachers. In addition to this as (Joyce & Showers, 1988;Mathison 1992) cited in Abrami et al (2004) level of training and follow up supports are another factors for teachers to implement educational innovation. Besides, this Fullan and Hargreaves, (1997) as cited in Abrami et al (2004) the influence of principal or of the school climate and culture within the context of the community and Sleeter, (1992) as cited in Abram, et al (2004) the practical constraints such as the availability of materials, class size and time requirements are factors for teachers to implement educational innovation. As all the above factors are within the primary school in Ethiopian context with respect to the implementation of one to five (1:5) student group form instructional strategy they contribute a lot to its implementation.

According to Abrami et.al (2004) among the factors for teachers to implement educational innovation are: how the teachers value the strategy is one factor. This is to mean that the degree to which the teachers perceived the innovation or its associated out comes as worthwhile, which included, benefits to the teacher (such as congruence with teaching philosophy, career advancement) and to the student (such as increased achievement, improved attitudes, enhanced interpersonal skills). This implies that the congruency of the new teaching innovation and teachers philosophy of teaching as well as what the new teaching strategy contributes for their students in terms of academic achievement, improved students attitudes, to how much it enhanced students interpersonal skill are factors for teachers to value highly (positively) or low (negatively) the new educational innovation.

The second factors for teachers to implement educational innovation as Abrami et.al (2004) stated is how successful teachers expect to be within the new innovation to be implemented. This includes teachers perceptions of the contingency between their use of the strategy and the desired out comes and factors affecting these perceptions which included internal attributions of teachers. This indicates how much the teachers be confident in their skill to implement the new teaching innovation. Besides to this the external attritions such as student characteristics, classroom environment and collegial support are other factors in this category. According to Abrami et.al (2004) the other factors for teacher to implement educational innovation are how the teachers perceive the costs of implementation required to implement the new innovation. This included the perceived physical and psychological demands of implementation operating as disincentive to applying the innovation, such as class and preparation time effort and specialized materials.

### 2.7.3.1.Teachers' Attitudes

Allport (1935) defined an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. A simpler definition of attitude is a mindset or a tendency to act in a particular way due to both an individual's experience and disposition. Attitude could be also defined as a consistent tendency to react in a particular way-often positively or negatively toward any matter. *It is simply a predisposition to approach or avoid an idea, event, person or object*. In other words, it is a tendency to act in one way or another toward an "attitude object. Attitudes help us to define how we *see* situations, as well as define how we *behave* toward the situation or object.

In most cases a person's educational attitudes are connected and affected by his/her educational beliefs. According to Kitchener, (1986); Peterman, (1991); Posner et al., (1982); Rokeach, (1968) cited in Pajare (1992), educational beliefs, must be understood in terms of their connections not only to each other but also to other, perhaps more central, beliefs in the system which, Psychologists usually refer to these substructures as attitudes and values. According to Eggen and Kauchak (2001), teachers' positive attitudes are fundamental to effective teaching.

**2.7.3.2. Teachers' Perceptions**

Perception is closely related to attitudes. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). In other words, a person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him or she based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality. In other words, beliefs one holds can affect his/her perception. According to Abelson, (1979); Bandura, (1986; Buchmann &Schwille, (1983); Lewis, (1990); Nespor, 1987; Nisbett& Ross, (1980); Rokeach, (1968) as cited in Pajare (1992), beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality. A person's awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is highly selective and may be limited by a person's existing beliefs, attitude, motivation, and personality (Assael, 1995).Eggen and Kauchak (2001) gave cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects perception and subsequent learning.

As mentioned above, background knowledge, our existing beliefs and others can affect our perceptions. As some scholars, such as Ashton, (1990); Ashton &Webb, (1986); Brookhart & Freeman, (1992); Buchmann, (1984); Clark, (1988); Dinham &Stritter, (1986); Feiman-Nemser&Floden, (1986); Fenstermacher, (1979, 1986); Good- man, (1988); Munby, (1982, 1984); Nespor, (1987); Tabachnick, Popkewitz, &Zeichner, (1979); Weinstein, (1988, 1989); Wilson, (1990) cited in Pajare(1992),argued, the beliefs teachers hold influence their perceptions and judgments, which, in turn, affect their behavior in the classroom.

# CHAPTER THREE

## 3. Research Design and Methodology

This study used quantitative and qualitative research/mixed / method and its design was /QUAN→qual/ "**Explanatory sequential design**". This design was selected because of the objectives of the study. The first objective of the study was, to identify teachers' perception and attitude towards 1:5 student group forms .This was the main theme that quantitative part of the study, the *researcher placed a priority on quantitative data and the main concerns which* were in the first phase, the data was collected and analyzed in line with cross-sectional survey design by closed-ended questionnaire. The second objective of the study was to investigate the reason why teachers' attitude towards and perception on 1:5 student group forms, which needs qualitative data, and thus in the second phase the researcher used open-ended interview to refine *the results of the quantitative data*. This is the rationale for to use explanatory sequential design for this study, and it is an appropriate design. According to Creswell,(2012, p.542), an explanatory sequential design perhaps the most popular form of mixed methods design in educational research. An **explanatory sequential design** (also called a two-phase model; consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results.

### 3.1.Target Population of the Study

The target population of this study was 694teachers; those teaching in second cycle (grade 5-8) primary schools at 20 primary schools in Nefas Silk Lafto Sub-city in 2009 E.C. Among these, 392, which is 57% of the population are male teachers and the rest 302, which is 43% of the population are female teachers. From the total 694 teachers, 592 teachers which cover 85.3% of the population were degree holders. From the 592 degree holder teachers, 335 are male while 257 are female teachers. The rest 102 teachers which 14.6% of the population were diploma holders. From these, 57teachers which is (8.2%), are male and 45 of them which is (6.48%) are female teachers.

### 3.2.Sampling Method and Sample of the Study

Stratified sampling method and simple random sampling methods were employed for this study. First 6 schools were selected by lottery method from 20 primary schools. Based on this Abiyot-Fana, Addis-Amba, Sene-Zetegn, Qotari, Tahadiso and Hiber primary schools were selected. Then the required sample of 210 teachers (sample of the study) were selected, by using stratified sampling technique based on the ratio of gender and qualification of the total population of the teachers for the study. Thus, 48.3% of the population=102 were male degree holder teachers, 8.2% of the population=17 were diploma holder male teachers, 37% of the population=78 were female degree holder teachers and 6.5% of the population=14 were female diploma holder teachers were selected. Using stratified sampling technique from 6 schools, 17, male degree holder teachers, 3 diploma holder male teachers, 13 female degree holder teachers and 2 female diploma holder teachers were selected from each school. Finally, from each school the above mentioned teachers were selected from their school by lottery method among the teachers. From these selected teachers, 12 teachers (2 from each school) were participants of the interview, while the rest 198 teachers were taken for the quantitative part of the study.

### 3.3.Data Collection Instruments

Questionnaire and interview were used to collect data for this study. For the quantitative part, closed- ended questionnaire was used to collect data regarding teachers' perceptions and attitudes towards one-to- five students group form. The questionnaire was Likert-scale type ranged from strongly disagree; which has value 1 to strongly agree that has value 5. The Attitude part contained 28 items and also the perception items part contained 28 items. The researcher used self-constructed questionnaire. The questionnaire was constructed based on the research objectives and the literature of the study. In educational research, closed- ended questionnaire is appropriate instrument to collect data on current attitudes and perceptions of people (Creswll, (2012,) and Geoffery, et.al (2009).For the qualitative part the open-ended interview was used. It was constructed based on the result of the quantitative result that was to investigate the reason why teachers' attitudes and perceptions towards one-to-five student group form teaching strategy.

## 3.4.**Pilot testing**

**The reliability of the questionnaire**: the internal consistency or reliability of the instrument was tested in the first week of March, 2017 by pilot test on Sibiste -Negasi primary school, which was found in Nefas silk lafto sub city woreda 08.The questionnaire was distributedfor26 teachers who teach from grade 5-8. The attitude items part contained 35 items and the perception part contained 36 items. From 26 teachers, 18 teachers responded while 8 of them didn't turn the questionnaire paper. From those 35 attitude items 7 items were rejected because most of the teachers responded to it three times for a single item and two times for some of them. The remaining 28 items reliability was calculated by SPSS version 20 ,and Cronbach's Alpha was **0 .881,** which is high and for the perception items ' 8 items were rejected due to the same problem and the left 28 items reliability was calculated by SPSS and Cronbach's Alpha was**0.819**, which is high .

**The content validity** of the instrument was checked by the advisor and colleagues and it is from the literature part and can measure what it supposed to measure (i.e. teachers' attitude and perceptions towards 1:5 student group teaching strategy).

**Language of the questionnaire** – since more than 85% of the population was degree holder teachers, the researcher assumed that there would be no problem to comprehend and use English language for the questionnaire. So the questionnaire was prepared in English language. Additionally, the researcher assumed that teachers teaching in Addis Ababa schools came from different region so that better to use English language. Besides this, even those 14% diploma holder teachers, can comprehend the questionnaire and can give relevant data.

### 3.5. Procedure of Data Collection

**How the questionnaire was administered:** After collecting permission request letter from university and submitted it to the school principal, the researcher trained 5 cluster supervisors on the issue of the research and on how to distribute the questionnaire. Then in each school, teachers were called in the staff with the cooperation of school principal and school supervisor to draw a lottery. After we selected the sample with the support of school supervisor, the researcher introduced the title of the research and its purpose. Then, in the first week of April, 2017 the

supervisor distributed the questionnaire for them. After the quantitative data was collected and analyzed, interview was conducted by the researcher in One-on-One interviews method and, audio recording took place.

### 3.6 .Method of Data Analysis and Interpretation

First, the quantitative data collected through closed-ended questionnaire were analyzed by SPSS version 20, using descriptive statistics and inferential statistics method of data analysis. Among descriptive statistics, the central tendencies /Mean, frequency and percentage/ were used to answer to what extent teachers agree for each item to determine whether they have positive or negative attitudes and identify their perceptions towards one-to-five student group form. The inferential statistics used the Mean, standard deviation and variance of the group for t-test independent samples test, two- tailed, to find whether there is statistically significant difference between male and female teachers in attitudes and perceptions towards one-to-five student group forms. The data was analyzed and interpreted independently in table form for attitudes and perceptions. Descriptive statistics also used for degree and diploma holder teachers with respect to gender and qualification. Additionally, graphs were used for both attitude and perception to see the Mean difference of diploma and degree holder teachers. The qualitative data was analyzed qualitatively to answer the questions on attitude of teachers and perceptions on one-to-five student group form teaching strategy.

# CHAPTER FOUR

# DATA ANALYSIS, INTERPRETATION AND RESULT DISCUSSION

## 4.1.DATA ANALYSIS AND INTERPRETATION

This chapter has two main parts. The first part contains data analyzed and interpretation .In this part there are about 11 tables and two graphs. Table: 1 contained background of respondents that classified by gender and qualification.Table:2a,2b and 2c contained data analyzed by frequency, percentage and Mean score of respondents' attitude items towards 1:5 student group forms and table :3a, 3b and 3c also contained data analyzed by frequency, percentage and Mean score of respondents' perception towards 1:5 student group forms. Table: 4 and Table: 5 contained the whole descriptive statistics of respondents' by gender and qualification on attitude and perception respectively, and both tables supported by graph independently. Table 6 and table 7 contained the t-test computed for attitudes and perceptions respectively. All tables were followed by data interpretation. The second part of this chapter contained result discussion.

Table: 1 Background of respondents.

| | Male teachers | Female teachers | Total |
|---|---|---|---|
| Degree holders | 77 | 64 | 141 |
| Diploma holders | 12 | 10 | 22 |
| Total | 89 | 74 | 163 |

Table 1 shows that 77 of the respondents, which is 47.2% were degree holder male teachers, and 12 respondents; which is 7.35 % were diploma holder male teachers. In the table also 64 respondents which is 39.2% were degree holder female teachers, and 10 respondents, which is 6.1% were diploma holder female teachers. Generally, 54.56% respondents were male teachers and 45.3% respondents were female teachers. Regarding qualification 141 respondents (86.4%) were degree holders while 22 respondents (13.6%) were diploma holder teachers.

The above result implies that though at national level or at regional (Addis Ababa Education Bureau), the minimum requirements of qualification for second cycle primary schools is Diploma holder teachers, it is good achievement that as 86.4% of the respondents' background

were degree holder teachers in second cycle primary schools. Additionally, when we compare the number of male and female teachers their difference is small. This is also good achievement to say that from the country's background that females less participation in education earlier, and now the gap is minimized.

Table 2a: Responses of teachers' attitudes towards 1:5 student group forms as regard to their teaching beliefs and philosophy

| | | f and p | SD=1 | D=2 | U=3 | A=4 | SA=5 | Mean |
|---|---|---|---|---|---|---|---|---|
| 1 | Competition can best prepare students for the real world than cooperative learning. | f=<br>P=% | 6<br>3.7% | 12<br>7.4% | 15<br>9.2% | 62<br>38.0% | 68<br>41.7% | 4.07 |
| 2 | 1:5 student group forms are consistent with my teaching philosophy | f&<br>p | 26<br>16.0% | 41<br>25.2% | 25<br>15.3% | 51<br>31.3% | 20<br>12.3% | 2.99 |
| 5 | 1:5 student group forms are inappropriate for the subject I teach | f<br>p | 20<br>12.3% | 18<br>11.0% | 9<br>5.5% | 71<br>43.6% | 45<br>27.6% | 3.63 |
| 9 | I prefer using familiar teaching methods instead of this new approach/ 1:5 student group forms. | f<br>p | 9<br>5.5% | 17<br>10.4% | 16<br>9.8% | 59<br>36.2% | 62<br>38.0% | 3.91 |
| 14 | 1:5 student group form teaching strategy is appropriate for the grade level I teach. | f<br>p | 34<br>20.9% | 59<br>36.2% | 17<br>10.4% | 38<br>23.3% | 15<br>9.2% | 2.64 |
| 15 | 1:5 student group forms teaching strategy is contrary to my own preference of teaching strategy. | f<br>p | 12<br>7.4% | 27<br>16.6% | 16<br>9.8% | 70<br>42.9% | 38<br>23.3% | 3.58 |
| 17 | I think that it is more important to organize students in different group forms for classroom instruction by interchanging the group, instead of the permanent 1:5 group forms throughout the education year. | f<br>p | 4<br>2.5% | 16<br>9.8% | 19<br>11.7% | 69<br>42.3% | 54<br>33.1% | 4.19 |
| 21 | If I use 1:5 student group forms, my classroom is too noisy. | f<br>p | 15<br>9.2% | 22<br>13.5% | 16<br>9.8% | 88<br>54.0% | 22<br>13.5% | 3.49 |
| 22 | I feel a personal commitment to use 1:5 student group forms. | f<br>p | 31<br>19.0% | 63<br>38.7% | 20<br>12.3% | 32<br>19.6% | 17<br>10.4% | 2.64 |

From the preceding table: 2a, the collected data on teachers' attitudes towards 1:5 student group forms analyzed through descriptive statistics: frequency, percent and Mean score. All the 9 items presented negatively except for items number 2, 14 and 22. Therefore, the result of agree and strongly agree in the analyzed data indicated negative response and also the Mean score value that fall in agree or strongly agree value (i.e. approached to 4 or 5) also indicated negative attitude responses for the items, but for those items (number 2,14and 22) the responses were taken directly. That means if the Mean score fall in either 1or 2 i.e. strongly disagree or disagree, the result taken directly, which indicate negative attitude responses for the items. In the following, the data were analyzed and interpreted using percentage, the sum of strongly agree and agree were taken as 'agree' while the sum of strongly disagree and disagree were taken as 'disagree'. From the preceding table 2a, Items number 1, 2,5, 9, 14, 15,17,21 and 22 asked teachers to what extent they agree to about one-to-five (1:5) student group form teaching strategy with compared to their teaching philosophy and preference of teaching method in different ways. For item number 1, that asked competition as compared to cooperative learning, 79.7% of the teachers considered that competition can better prepare students for real world than cooperative learning but 11.1% of them disagree, and 9.2% of them were uncertain about it. For item number 5, they were asked that 1:5 groups is not appropriate teaching strategy with respect to subject they taught, 71.2% of the teachers considered that 1:5 student group form teaching strategy is not appropriate for the subject they taught but 23.3% of them disagree. For this item, about 5.5% of them were undecided. For item number 9,that asked preference of teaching method, 74.2% of the teachers preferred familiar teaching method than 1:5 student group form teaching strategy but 15.9% of them disagree ,while 9.8% of them were uncertain. For item number 17, which asked the type of student grouping teachers preferred, 75.4% of the teachers preferred to use different form of grouping students for classroom instruction instead of the permanent 1:5 group throughout the year but 12.3% of them disagree and 11.7% of them were undecided. For item number 21 that asked teachers about their classroom situation if they use 1:5 groups, 67.5% of the teachers considered that if they use 1:5 group forms that their class became noisy but 22.5% disagree and 9.8% of them undecided. The sum average Mean score of the above interpreted items is 3.73, which approached to 4.On the other hand, the Mean score for the items stated positively (number 2, 14, 22) is 2.75 which approached to 3 that indicated undecided.

In all of the above items that asked teachers in different ways about 1:5 student group form as compared to their teaching beliefs, preference of teaching method and on preference of grouping students for classroom instruction, the result indicated that one to-five student group form teaching strategy contradicts with teachers' beliefs of teaching, their preference of teaching method and students grouping for classroom instruction and also with the subject they taught.

Regarding the above teachers' responses result, 12 teachers were interviewed regarding their teaching preference as compared with one-to-five (1:5) student group teaching strategy and why so(see teachers' interview guide number 2,4 and 13 in appendix -ii).In interview almost all teachers replied in the same way that:

> They prefer the teaching method that their best teachers used to teach them when they were students. Teachers thought that when they acting like that, it seems to them as they taught well their students. Teachers sometime choose teaching method based on the content of their lesson. Teachers assumed that in 1:5 groups, students disturb the class and don't want listen to their teacher, and even students begin other issues out of education and so their class became noisy. Teachers considered that as a result of it the clever students even couldn't learn from the teacher, and also that as it is impossible to evaluate fairly the students in 1:5 groups. In order not to conflict with school administrators, they sometimes ordered students to work in the group and gave them assignments.

This interview result indicated that 1:5 grouping teaching strategy was not the preference of teachers and it also contradicts with their views of good teaching, classroom situation (silence) and assessing students.

Table 2b:Responses on teachers' attitude towards 1:5 student group as teachers claimed to political view

| | | f and p | SD=1 | D=2 | U=3 | A=4 | SA=5 | Mean |
|---|---|---|---|---|---|---|---|---|
| 4 | I feel pressure by the administration to use 1:5 student group forms | f | 8 | 20 | 15 | 60 | 60 | 3.88 |
| | | p | 4.9% | 12.3% | 9.2% | 36.8% | 36.8% | |
| 6 | I feel pressure by government political leaders to use 1:5 student group forms | f | 14 | 18 | 13 | 48 | 70 | 3.87 |
| | | p | 8.6% | 11.0% | 8.0% | 29.4% | 42.9% | |
| 12 | I think that 1:5 student group forms are an ambition of political concern in Ethiopian context. | f | 17 | 22 | 15 | 44 | 65 | 3.72 |
| | | p | 10.4% | 13.5% | 9.2% | 27.0% | 39.9% | |
| 13 | 1:5 student group forms didn't come from the higher educational institution of the recommendation; rather it came from political imposition on teachers. | f | 14 | 21 | 24 | 68 | 36 | 3.56 |
| | | p | 8.6% | 12.9% | 14.7% | 41.7% | 22.1% | |
| 16 | 1:5 student group forms are a strategy of controlling and shaping students in the political ideology of the government ruling party. | f | 19 | 13 | 18 | 44 | 68 | 3.92 |
| | | p | 11.7% | 8.0% | 11.0% | 27.0% | 41.7% | |
| 18 | Even, I would prefer other name for student grouping for instruction instead of 1:5 student group forms. | f | 11 | 14 | 13 | 59 | 66 | 3.95 |
| | | p | 6.7% | 8.6% | 8.0% | 36.2% | 40.5% | |
| 25 | I would very happy if the government will declare or announce to stop about 1:5 student group form | f | 16 | 18 | 16 | 32 | 81 | 3.88 |
| | | p | 9.8% | 11.0% | 9.8% | 19.6% | 49.7% | |
| 26 | This 1:5 student group form is boring, that why I hate it. | f | 16 | 20 | 24 | 43 | 60 | 3.68 |
| | | p | 9.8% | 12.3% | 14.7% | 26.4% | 36.8% | |
| 27 | The main cause of poor quality of education in Ethiopia is 1:5 student group form teaching strategy. | f | 17 | 27 | 26 | 43 | 50 | 3.50 |
| | | p | 10.4% | 16.6% | 16.0% | 26.4% | 30.7% | |

In the preceding table 2b all the items were presented negatively .Therefore, the result of agree and strongly agree in the analyzed data indicated negative response and also the Mean score value that fall in agree or strongly agree value (i.e. approached to 4 or 5) also indicated negative attitude responses for the items. In the following, the data were analyzed and interpreted using percentage, the sum of strongly agree and agree were taken as 'agree' while the sum of strongly disagree and disagree were taken as 'disagree'. From the preceding table 2b : items (4, 6, 12, 13, 16, 18, 25, 26 and 27) asked that to assess teachers' attitude towards 1:5 student group forms if they perhaps view this teaching strategy as political ideology and their view as a result of it. From the analyzed data the majority of teachers (about 70%) of them considered one-to-five student group as a means of shaping and controlling students in political ideology of the current government and also they would be very happy if the government would announce to stop about 1:5 student group form teaching strategy, but 19.% of them disagree ,and about 11%of them were uncertain about it. The total Average Mean score for items under this category is 3.8 which approached to 4. This also indicated that teachers considered the one-to-five teaching strategy more political than teaching strategy.

Regarding this, teachers were interviewed why they considered 1:5 student group form as political view,(see interview guide appendix-ii, number 9 and 14). All teachers responded in the same way as:

> They were not trained it as teaching method at college or University, and thus, they assumed that if it was teaching method, they would had been thought at College or Universities and also their university would have been given them the course as a teaching method. Correspondingly teachers assumed that as this issue came with the current government not from college or university. Besides, teachers' confirmed that everywhere in media or in face to face meeting, the political leaders' language is about 1:5, and political leaders were very hot about the issue of 1:5 grouping than teachers or school leaders. Teachers also considered it as 'political 'because of that not only students and teachers be grouped in 1:5.but also everyone in the country's (government offices, workers, youths, women, unemployed people those job seeking that to organized for micro enterprises merchants, and farmers) all were ordered by

government to be grouped in 1:5. Thus, teachers considered as the government recommended for them as teaching strategy what he intended for political administration leads them to view it as political.

This result indicated that teachers assumed that since everyone in the country ordered to be groped in 1:5 and so students, and also not from university research based recommendation, teachers considered it as a political ideology than teaching methodology.

Table 2c :Response on teachers' attitude towards 1:5 student group as claim to its contribution for academic achievement and other factors

| | | f and p | SD=1 | D=2 | U=3 | A=4 | SA=5 | Mean |
|---|---|---|---|---|---|---|---|---|
| 3 | 1:5 student group forms contradict parental goals. | f | 17 | 23 | 40 | 53 | 30 | 3.34 |
| | | p | 10.4% | 14.1% | 24.5% | 32.5% | 18.4% | |
| 7 | I find that 1:5 student group form is too difficult to implement successfully | f | 17 | 21 | 13 | 63 | 49 | 3.65 |
| | | p | 10.4% | 12.9% | 8.0% | 38.7% | 30.1% | |
| 8 | 1:5 student group forms would not work with my students | f | 17 | 25 | 9 | 76 | 36 | 3.55 |
| | | p | 10.4% | 15.3% | 5.5% | 46.6% | 22.1% | |
| 10 | The physical set-up and student population of my classroom is an obstacle to use 1:5 student group forms | F | 7 | 24 | 16 | 72 | 43 | 3.99 |
| | | p | 4.3% | 14.7% | 9.8% | 44.2% | 26.4% | |
| 11 | In my opinion, 1:5 student group form teaching strategy doesn't contribute any on students' learning and academic performance. | f | 17 | 34 | 10 | 54 | 48 | 3.50 |
| | | p | 10.4% | 20.9% | 6.1% | 33.1% | 29.4% | |
| 19 | Not only have me, even those have high educational qualification and experience than me, complained that 1:5 student group form is not appropriate for Ethiopian schools | f | 16 | 17 | 15 | 61 | 54 | 3.74 |
| | | p | 9.8% | 10.4% | 9.2% | 37.4% | 33.1% | |
| 20 | 1:5 student group forms even make low achiever students more dependent of a high achiever student of the group | f | 13 | 13 | 14 | 78 | 45 | 3.79 |
| | | p | 8.0% | 8.0% | 8.6% | 47.9% | 27.6% | |
| 23 | I feel that the application of 1:5 student group form methods does not improve the academic achievement of the most slowed down students. | f | 21 | 34 | 12 | 59 | 37 | 3.35 |
| | | p | 12.9% | 20.9% | 7.4% | 36.2% | 22.7% | |
| 24 | I feel that the application of 1:5 student group form methods does not improve the academic achievement of the high achiever students. | f | 15 | 34 | 14 | 55 | 45 | 3.50 |
| | | p | 9.2% | 20.9% | 8.6% | 33.7% | 27.6% | |
| 28 | 1:5 group form is not appropriate in schools especially for teachers and students, rather it may be appropriate for other government sectors. | f | 17 | 28 | 24 | 46 | 48 | 3.49 |
| | | p | 10.4% | 17.2% | 14.7% | 28.2% | 29.4% | |

In the preceding table 2c all the items were presented negatively .Therefore, the result of agree and strongly agree in the analyzed data indicated negative response and also the Mean score value that fall in agree or strongly agree value (i.e. approached to 4 or 5) also indicated negative attitude responses for the items. In the following, the data were analyzed and interpreted using percentage, the sum of strongly agree and agree were taken as 'agree' while the sum of strongly disagree and disagree were taken as 'disagree' From the preceding table 2c, for items number 3, 7,8,10, 11,19,20,23,24 and 28 that asked teachers to what extent that they agree that one –to-five (1:5) student group teaching strategy with respect to parent goal , students and student population ,its difficulty to implement and its contributions for students learning and for academic achievements, as if teachers considered as factors to implement it. For item number 3, which asked that 1:5 contradicts with parental goal, 50.9% of the teachers considered that it contradicted parents' goal but 24.5%of them disagree and in the same way 24.5% of them were uncertain about it. For items number 8, that asked if teachers claimed that 1:5 group could not work with their students, 68.7%, of the teachers considered that 1:5 grouping cannot work with their students but 25.7% of them disagree and 5.5% of them were undecided. For item number 10, which asked that teachers claimed the physical setup and their students' population not appropriate for 1:5 student group teaching strategy implementation, 70.6%of the teachers considered that the student population and the physical setup of the classroom were not appropriate for 1:5 student group form teaching strategy but19% of them disagree and 9.8% of them were uncertain about it. For item number 23 asked that whether 1:5 grouping improve the academic achievements of most slow learners, 58.9% of the teachers considered that 1:5 student teaching strategy couldn't improve the academic achievement of the most slowed down students but 33.8% of them disagree and 7.4% of them undecided. On item number 24,that asked whether 1:5 grouping improve the high achiever student's academic achievements 61.3% of the teachers considered that 1:5 student group form teaching strategy couldn't improve the academic achievements of high achiever students but 30.1% of them disagree while 8.6% of them were uncertain about it.. For item number 28, which asked where 1:5 grouping could be appropriate to use, 57.6% of the teachers considered that 1:5 grouping is not appropriate for schools, especially for students and teachers, but it may appropriate for other government office workers but 27.6%of them disagreed and 14.7% of them were uncertain about it. All the above items average means score is 3.6, which approached to 4 that indicated negative responses in all items. For the

above result teachers were interviewed about 1:5 student group with respect to the students' academic achievements, and from the group whom more benefited (see interview guide number 5 and 6 in appendix-ii). They responded that' *"it made many students to get free mark since they copy everything from their group leader and this leads not only many students dependent of the high achiever student, but also the group leader waste his/her time without any benefit."* This indicated that teachers considered that 1:5 student group make many students dependent of high achiever student and thus high achiever student waste his/her time. In other words, teachers assumed as it couldn't improve students' academic achievement.

In general, from all the above items that asked teachers attitude towards one-to-five student group form teaching strategy in different ways (i.e. with respect to teachers' philosophy of teaching, preference of teaching method and student grouping, with respect to students' academic achievement, and student population …), the result of interpreted data indicated teachers have negative attitude and considered 1:5 student group as means of politics than teaching strategy.

Table 3a: Responses on teachers' perception on 1:5 student group skill implementations and its cost

| | | f and p | SD=1 | D=2 | U=3 | A=4 | SA=5 | Mean |
|---|---|---|---|---|---|---|---|---|
| 1 | For me, to succeed in using 1:5 student group forms require support from the school administration | **f**<br>**p** | 6<br>3.7 | 8<br>4.9% | 20<br>12.3% | 85<br>52.1% | 44<br>27.0% | 3.94 |
| 3 | 1:5 student group form teaching strategy needs extra time than normal period allocation | **f**<br>**p** | 9<br>5.5% | 17<br>10.4% | 25<br>15.3% | 76<br>46.6% | 36<br>22.1% | 3.69 |
| 4 | I am not trained in university or collage about 1:5 student group form as teaching strategy, and so difficult for me to implement it successfully | **f**<br>**p** | 11<br>6.7% | 27<br>16.6% | 15<br>9.2% | 70<br>42.9% | 40<br>24.5% | 3.62 |
| 7 | I didn't have much techniques /skills/ toimplement1:5 student group forms successfully. | **f**<br>**p** | 9<br>5.5% | 29<br>17.8% | 13<br>8.0% | 80<br>49.1% | 32<br>19.6% | 3.6 |
| 8 | If I use 1:5 student group form, all member group expect the high achiever student to do the given work | **f**<br>**p** | 4<br>2.5% | 26<br>16.0% | 19<br>11.7% | 69<br>42.3% | 45<br>27.6% | 3.77 |
| 9 | It is impossible to evaluate students fairly when using 1:5 student group forms | **f**<br>**p** | 9<br>5.5% | 23<br>14.1% | 12<br>7.4% | 61<br>37.4% | 58<br>35.6% | 3.89 |
| 12 | Engaging students in 1:5 student group forms interfere and decrease students' academic progress | **f**<br>**p** | 14<br>8.6% | 28<br>17.2% | 13<br>8.0% | 74<br>45.4% | 34<br>20.9% | 3.53 |
| 17 | Implementing 1:5 student group forms takes too much class time. | **f**<br>**p** | 7<br>4.3% | 22<br>13.3% | 12<br>7.4% | 90<br>55.2% | 32<br>19.6% | 3.96 |
| 18 | Implementing 1:5 student group forms take too much preparation time. | **f**<br>**p** | 7<br>4.3% | 22<br>13.5% | 16<br>9.8% | 85<br>52.1% | 33<br>20.2% | 3.71 |

The above table 3a, shows the data analyzed by using frequency, percentage and Mean score for teachers' perceptions towards one-to-five (1:5) student group forms. In these items, all items stated in negative statements and as a result the Mean score fall of these items indicated its

reveres, and the sum responses of agree and strongly agree also indicate of negative responses. Based on the above assumption, the data analyzed result for those items ,their Mean score fall on almost all agree which in reverse shows negative perception towards 1:5 student group forms. As indicated in the table3a items (1, 4 and 7) asked that if teachers were not trained at college or university about 1:5 student group and so they were in difficulties on technique of implementing it, and also if they need support from school administrators, 71.3% of teachers agree but 18.4% of them disagree with this idea, while 9.8% of them uncertain about it. The Mean average score of these items approached to 4.This indicated that teachers were not trained about 1:5 group teaching strategy and so they haven't the necessary skill to implement it. For the items (number 8,9&12) that asked as 'the students in the group member couldn't contribute equal effort and so expect the high achiever student to complete the given work , about assessment of students' and academic achievement with respect to 1:5 student group form teaching strategy', about 70% of the teachers agree, but 21.3% of them disagree while 9% of them were uncertain about it. The average Mean score of these items is approached to 4.This indicated that teachers perceived 1:5 student group form as students in the 1:5 group member couldn't contribute equal effort to achieve common goal and also they perceived it as impossible to evaluate students fairly .Teachers also perceived as it interferes and decreases the academic achievement of students. For all the above items the average mean score is 3.7, which indicated negative responses of perceptions on 1:5 student group forms. Regarding this teachers were interviewed (see interview guide number, 5, 11 and 12 in appendix-ii) and almost all of them have the same perception that:

> Teachers thought that 'who ordered them and their school directors to implement it', knows the technique of its implementation as his purpose. His purpose is that group leaders' students were called top 10 students. These top 10 students had meeting with woreda political leaders. Then these top 10s are responsible to follow what is going on in the school and also have to report to political focal persons. Thus, in such mechanism, "how could we call it as instructional method?" was teachers' question. Teachers considered that what they were not trained in college and what their teachers weren't used to teach them when they were students, now becomes new emerge as teaching method and confuses both students and teachers. Teachers criticized that whatever activity they gave to their students, class work or assignments, the group leader

did it alone, and then they give a mark for others by the effort of the group leader.

This as teachers complain, it leads most of students not to try to do anything, and even students did the same thing on exam. Teachers strongly criticized as that they hadn't ever seen such kind of joking that giving mark for mass of the class by the effort of a few students that when they were students. Teachers assumed that, where the 1:5 student group form exists, they don't expect the improvement of students' academic achievements and quality of education.

The above result indicated that teachers were not trained about 1:5 student group form as teaching strategy and it contradicts with the way they were taught. Teachers perceived as it was an attempt to address political issue in the name of top 10 students in school. This implies that teachers couldn't perceive it as teaching strategy. An attempt to address to teachers by government than teacher training institution leads to teachers to interpret as means of political than teaching methodology.

According to the data analyzed, teachers' perceived one to-five (1:5) student group forms, for the items (number 3, 17& 18) asked that1:5 group needs more extra time than normal period allocated for preparation and to teach, about 72% of the teachers agree, but 17.1% of them disagree while 10.8% of them chose undecided about it. For the above items the mean score is approached to 4.This indicated that teachers perceived 1:5 student group form teaching strategy as it needs extra time for preparation and to teach than normal period allocation in the school. Regarding this teachers were interviewed (see interview guide number 8 in appendix-ii) and they thought that: "*1:5 student group, which does not contribute any on students' learning, needs much preparation time every day, and to teach one period class by using 1:5 student group, it needs twice of normal period allocation time in the school. They assumed that if they used it in each class, they couldn't finish even half of the text book in an academic year."*

The above result indicated that teachers perceived 1: 5 student group as it does not contribute for students learning and as it needs more time than normal period allocation for one class in the school.

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Table 3b: Response of teachers' perception on 1:5 student groups as its social and interpersonal skill contribution

| | | f and p | SD=1 | D=2 | U=3 | A=4 | SA=5 | Mean |
|---|---|---|---|---|---|---|---|---|
| 2 | Using 1:5 student group forms are likely to create too many disciplinary problems among my students. | **f**<br>**p** | 9<br>5.5% | 30<br>18.4% | 11<br>6.7% | 73<br>44.8% | 40<br>24.5% | 3.64 |
| 6 | If the students of my class work in a cooperatively in 1:5 student group forms, I consider that they will become aware that everybody can learn from everybody | **f**<br>**p** | 28<br>17.2% | 39<br>23.9% | 21<br>12.9% | 47<br>28.8% | 28<br>17.2% | 3.05 |
| 10 | Using 1:5 student group promotes friendship among students | **f**<br>**p** | 41<br>25.2% | 59<br>36.2% | 27<br>16.6% | 22<br>13.5% | 14<br>8.6% | 2.44 |
| 14 | 1:5 student group forms make many students to become misbehavior and also not to respect the rule & regulations of the school | **f**<br>**p** | 15<br>9.2% | 25<br>15.3% | 12<br>7.4% | 75<br>46.0% | 36<br>22.1% | 3.56 |
| 19 | 1:5 student group form gives too much responsibility to the students | **f**<br>**p** | 21<br>12.9% | 45<br>27.6% | 23<br>14.1% | 54<br>33.1% | 20<br>12.3% | 3.04 |
| 20 | If I work with the students of my class in 1: 5 group forms cooperatively with them, I will contribute to value positively the individual contributions to the solution of the group conflicts. | **f**<br>**p** | 30<br>18.4% | 42<br>25.8% | 26<br>16.0% | 48<br>29.4% | 17<br>10.4% | 2.88 |
| 21 | I am certain that, although my students worked in 1:5 group form methods in class, it would not favor the communication among them | **f**<br>**p** | 9<br>5.5% | 32<br>19.6% | 18<br>11.0% | 61<br>37.4% | 43<br>26.4% | 3.60 |
| 22 | I consider that1:5 student group forms will enrich the group by means of the contribution of new ideas. | **f**<br>**p** | 32<br>19.6% | 50<br>30.7% | 23<br>14.1% | 41<br>25.2% | 17<br>10.4% | 2.76 |
| 23 | I think that 1:5 group forms will help the students to know the social diversity in their own group. | **f**<br>**p** | 29<br>17.8% | 51<br>31.3% | 23<br>14.1% | 46<br>28.2% | 14<br>8.6% | 2.79 |

In the preceding table 3b, all the items were stated positively except items number (2,14 and 21).For those items stated positively and asked teachers (items number 6, 10,19,20,22 and 23) ,'1:5 student group form promotes good friendship, help to learn from each other, it gives too much responsibility for students, it contributes for conflict resolution, enrich the group by contribution of new ideas and it helps students to know the social diversity in the group', the mean score of the above items almost all undecided. This indicated that teachers were uncertain that what 1:5 group contributes to students in many aspects. By contrast, for items number 2, 14 and 21 (see table 3b) that asked teachers as '1:5 student group can cause too many disciplinary problems among students, as it makes many students become misbehaved and also not to respect rule and regulation of the school, and as it would not favor communication among students', almost all the mean score approached to agree. This implies that teachers perceived 1:5 groups as it leads students to be misbehaved and also causes of many disciplinary problems among students. Regarding this, the interview with teachers replied that *"now days, students are joking in the class, attempt to fight with teachers, not come school on time, not respect rule and regulation of school and fighting in their group were the result of 1:5 grouping".*

All the above data result indicated that due to 1:5 group teaching strategy contradicts with teachers' preference of teaching strategy and teachers were not trained about it, attempt to address to teachers by government, lead teacher to interpret and perceived it as means of political. Besides, teachers perceived it as it does not contribute for students' learning and academic achievement and as it needs extra time for preparation as well as to teach. Additionally teachers also perceived it as a cause of conflicts among students and as it leads students become too misbehaved today.

Table 3c :Responses on Teachers' perception on 1:5 student group regarding the effectiveness of the strategy

| | | f and p | SD=1 | D=2 | U=3 | A=4 | SA=5 | Mean |
|---|---|---|---|---|---|---|---|---|
| 5 | Peer interaction helps students to obtain a deeper understanding of the curriculum material | **f** | 21 | 53 | 29 | 35 | 25 | 2.94 |
| | | **p** | 12.9% | 32.5% | 17.8% | 21.5% | 15.3% | |
| 11 | My students are resistant to work in 1:5 student group forms | **f** | 4 | 20 | 22 | 80 | 37 | 3.77 |
| | | **p** | 2.5% | 12.3% | 13.5% | 49.1% | 22.7% | |
| 13 | Implementing 1:5 student group forms require a great deal of effort. | **f** | 4 | 8 | 17 | 85 | 49 | 4.02 |
| | | **p** | 2.5% | 4.9% | 10.4% | 52.1% | 30.1% | |
| 15 | 1:5 student group forms are enhance or improve the learning of low-ability students. | **f** | 40 | 53 | 19 | 38 | 13 | 2.58 |
| | | **p** | 24.5% | 32.5% | 11.7% | 23.3% | 8.0% | |
| 16 | 1:5 student group forms are an efficient classroom strategy | **f** | 46 | 57 | 16 | 35 | 9 | 2.41 |
| | | **p** | 28.2% | 35.0% | 9.8% | 21.5% | 5.5% | |
| 24 | I am certain that 1: 5 student grouping is not appropriate for primary school students. | **f** | 20 | 25 | 10 | 69 | 39 | 3.50 |
| | | **p** | 12.3% | 15.3% | 6.1% | 42.3% | 23.9% | |
| 25 | After assigning students in 1:5 group, there is no more problem for teachers because students can learn by themselves | **f** | 11 | 19 | 19 | 76 | 38 | 3.68 |
| | | **p** | 6.7% | 11.7% | 11.7% | 46.6% | 23.3% | |
| 26 | Sitting in one group throughout the year is not good for students' learning | **f** | 6 | 17 | 17 | 63 | 60 | 3.94 |
| | | **p** | 3.7% | 10.4% | 10.4% | 38.7% | 36.8% | |
| 27 | I understand that 1:5 student group forms are not appropriate for the subject I teach. | **f** | 11 | 27 | 10 | 62 | 53 | 3.73 |
| | | **p** | 6.7% | 16.6% | 6.1% | 38.0% | 32.5% | |
| 28 | I understand that 1:5 group forms confuse most students, so they couldn't learn what they have to learn. | **f** | 13 | 31 | 9 | 52 | 58 | 3.68 |
| | | **p** | 8.0% | 19.0% | 5.5% | 31.9% | 35.6% | |

From the abovetable3c, all the items were stated negatively except items number (5, 15, and 16). For item number 5, which asked that peer interaction helps students to obtain deeper

understanding of the curricular material, 36.8% of them agreed, but 45.4% of them disagreed while 17.8% of them were uncertain about it. For item number 11, about 71.8% of the teachers perceived as their students were resistant to work in 1:5 groups, but 14.8% of them disagreed and 13.5%of them were undecided. For item number 13, about 82.2% of the teachers perceived as 1:5 group implementing require a great deal of effort, but 7.4% of them disagreed and 10.4% of them were uncertain about it. For item number 15, only 31.3% of the teachers perceive as 1:5 group improve the learning of the slow learners' students, but57% of them disagreed and 11.7% of them undecided. For item number 16, only 27% of the teachers perceive 1:5 student group forms as efficient classroom strategy, but 63.2% of them disagreed and 9.8% of them were uncertain. For item number 24, about 66.2% of the teachers perceive as 1:5 student group not appropriate for primary school students, but 27.6% of them disagree and 6.1% of them undecided. For item number 25, about 70% of the teachers perceived as students can learn by themselves after once grouped without the teachers' assistance, but 18% of them disagreed and 12% of them were uncertain about it. For item number 26, about 75.5% of the teachers perceive as sitting in one group throughout the year is not good for students' learning, but 14.1% of the disagreed and 10.4% of them were undecided. For item number 27, about 70.5% of the teachers perceive as 1:5 students group form teaching strategy not appropriate for the subject they taught, but 23.3% of them disagreed and 6.1% of them were undecided. For item number 28, about 67.5% of the teachers perceive as 1: 5 student group form confuses most students and so students couldn't learn what they have to learn, but 27% of them disagreed and 5.5% of them were uncertain about it.

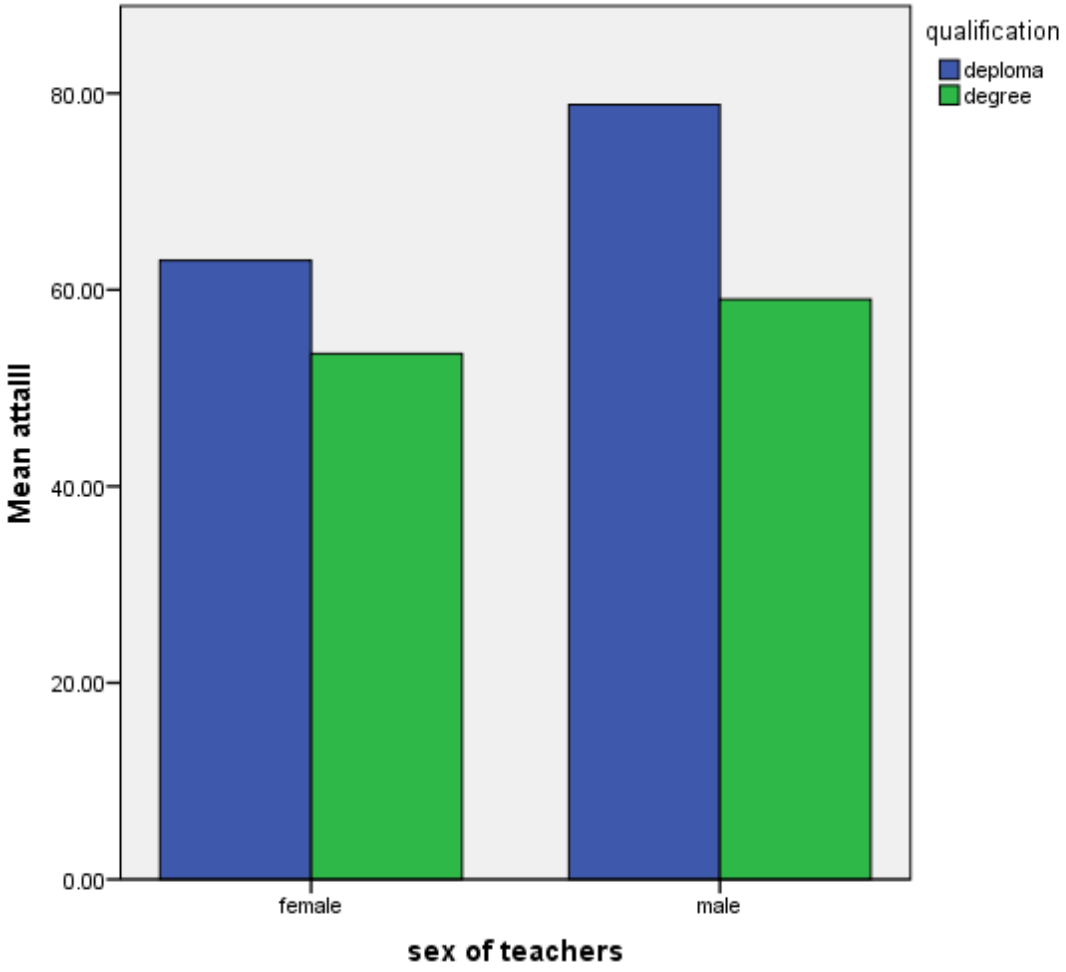
In general, from preceding table 3a, 3b and 3c that asked in different ways to assess teachers' perception on 1:5 student group form, the result indicated as teachers had negative perception towards 1:5 student group form teaching strategy.

**Descriptive Statistics**

Table:4,Teachers' attitude towards 1:5 student group by teachers' gender and qualification

| sex of teachers | qualification | Mean | Std. Deviation | N |
|---|---|---|---|---|
| female | diploma | 63.0000 | 16.57307 | 10 |
| | degree | 53.5000 | 10.83938 | 64 |
| | Total | 54.7838 | 12.08108 | 74 |
| male | diploma | 78.8333 | 21.57791 | 12 |
| | degree | 59.0260 | 13.51994 | 77 |
| | Total | 61.6966 | 16.19723 | 89 |
| Total | diploma | 71.6364 | 20.65717 | 22 |
| | degree | 56.5177 | 12.63815 | 141 |
| | Total | 58.5583 | 14.83910 | 163 |

The above table :4 summarized the descriptive statistics of teachers' attitudes mean score and standard deviation towards one-to- five student group, in terms of teachers' gender and qualification . As indicated in the table, the attitude mean score for diploma holder female teachers (N=10) is, 63.000 and the Sta. deviation is 16.57, and for degree holder female teachers N= 64 and the mean and sta. deviation is 53.5 and 10.8 respectively. In total for 74 female teachers, the mean is 54. 7838 and the std. deviation is 12.08. For male teachers N= 12, diploma holder teachers that the mean score is 78.83 and std, deviation is 21.6. The degree holder male teachers N= 77 and the mean and std. deviation is 59.026 and 13.51 respectively. In this case the total number of male teachers are N= 89 and its mean is 61.69 and the std. deviation is 16.19.All the above statistics were presented graphically below. The left side of the graph represents the mean score for female teachers while the right side represents mean score of male teachers. The blue color of the graph represents mean score of diploma holder teachers, and the green represents the Mean score of degree holder teachers.




**Graph A: Comparison of Mean score of teachers' attitudes towards 1:5 student group by teachers' gender and qualification.**

The above 'Graph :A' shows the mean scores comparison between male and female teachers as well as between degree and diploma holder teachers' attitudes towards 1:5 student group form of teaching strategy. From the above Graph: A, when we compare the mean score of the 74 female teachers, which is 54.78 with that of 89 male teachers, which is 61.69, the male teachers have good attitude than female teachers towards 1.5 student group forms .Again as the data indicated the total number of diploma teachers were 22 and its mean score is 71.63, and the total number of degree holder teachers were 141, and the mean is 56.51. This indicated that diploma holder teachers have good attitude towards 1:5 student group form than degree holder teachers.

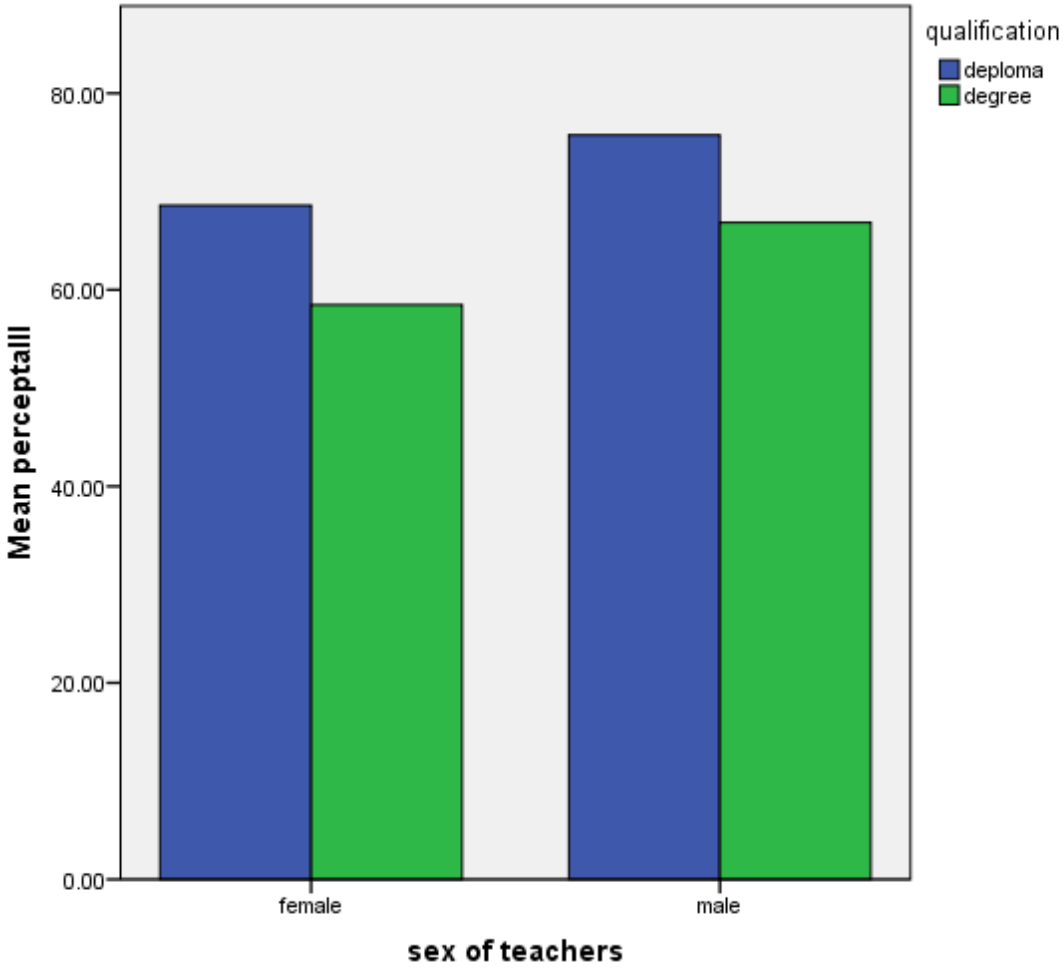
**Descriptive Statistics**

Table:5Teachers'perceptions on 1:5 student group by teachers' gender and qualification

| sex of teachers | qualification | Mean | Std. Deviation | N |
|---|---|---|---|---|
| female | diploma | 68.6000 | 15.47902 | 10 |
| | degree | 58.4688 | 10.88317 | 64 |
| | Total | 59.8378 | 11.99661 | 74 |
| male | diploma | 75.7500 | 14.22626 | 12 |
| | degree | 66.8442 | 11.60429 | 77 |
| | Total | 68.0449 | 12.28627 | 89 |
| Total | diploma | 72.5000 | 14.89887 | 22 |
| | degree | 63.0426 | 11.99635 | 141 |
| | Total | 64.3190 | 12.79260 | 163 |

The above table: 5 summarize the descriptive statistics of teachers' perceptions towards 1:5 student group forms by teachers' gender and qualification. As the data in table: 5 indicates, diploma holder female teachers (N= 10), the mean is 68.60 and the std. deviation is 15.479. For degree holder female teachers (N=64) the mean is 58.46 and std. deviation is 10.88. For diploma holder male teachers (N= 12) the mean is 75.75 and std. deviation is 14.2. For degree holder male teachers (N=77) the mean is 66.84 and std. deviation is 11.6. Generally, for N=74 female teachers the mean is 59.83 and std. deviation is 11.9, while, for male teachers N=89, Mean is 68.04 and std. deviation is 12.28.

All the above statistics were presented below graphically. In the graph, the left side of the graph represents the mean score for female teachers' perceptions towards 1:5 student group forms, while the right side represents mean score of male teachers' perceptions towards 1:5 student group forms. The blue color of the graph represents mean score of diploma holder teachers, and the green represents the mean score of degree holder teachers.




**Graph B: comparison Mean score of teachers' perception towards 1:5 student group forms by teachers' gender and qualification.**

As the above 'Graph B' shows the male teachers (Mean: 68) and thus have good perception than female teachers (Mean 59.8) towards 1:5 student group forms. Again from the graph also we can see that diploma holder teachers (Mean = 72.5) have good perceptions towards 1:5 student group forms than degree holder teachers (Mean=63).

**Data analysis and interpretation of independent samples t-test of significance**

To identify if there is difference between male and female teachers in attitudes and perceptions towards one-to five student group forms, t-test of independent samples, 2 tailed, was analyzed using SPSS version 20.The data was also cheeked before computed whether it fulfills the assumption of data that can be tested before computing. Thus, its continuity is here, it is presented in number, ordinal and tests of normality were checked in Kolmogorov-smirnov showed 0.59 and 0.64 for attitude and perception respectively, which shows the normal distribution of the data. The significance level set for this study (alpha value significance set is at$\boldsymbol{\alpha}$=0.05).

Table 6:Independent samples t- test for attitude between male and female teachers.

| **Independent Samples Test** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Attitude all | Equal variances assumed | 3.973 | .048 | -3.035 | 161 | .003 | -6.91285 | 2.27746 | -11.41040 | -2.41529 |
| | Equal variances not assumed | | | -3.117 | 159.226 | .002 | -6.91285 | 2.21813 | -11.29359 | -2.53210 |

From the preceding table 6, when we compare the male and female teachers attitudes towards one-to-five (1:5) student group, the analysis of this data revealed that male teachers (M= 62, Std.dev.= 16, N= 89) have significantly difference from female teachers' (M=55, Std.dev. = 12, N=74) attitude towards one –to-five (1:5) students group form teaching strategy at, t (161)= -3.0 two tailed, $p<0.05$.This shows that there is statistically significant difference between male and female teachers' attitude towards 1:5 student grouping as teaching strategy. The result implies that male teachers have favorable attitude than female teachers towards 1:5 student group forms teaching strategy.

Table 7: Independent samples t- test for perceptions' between male and female teachers

**Independent Samples t- test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Perception all | Equal variances assumed | .907 | .342 | 4.292 | 161 | .000 | -8.20711 | 1.91234 | -11.98362 | -4.43059 |
| | Equal variances not assumed | | | 4.301 | 156.873 | .000 | -8.20711 | 1.90812 | -11.97604 | -4.43817 |

From the preceding table 7,regarding the teachers' perceptions towards 1:5 student group forms the statistical data analyzed indicated that there is statistically significance difference between male teachers (M= 68, Std.dev.= 12.3, N= 89) and female teachers (M= 60, Std.dev.= 11.9, N= 74), at t(161)= -4.3, two tailed, P<0. 05. This also implies that male teachers have good perceptions towards 1:5 student group forms than female teachers.

### 4.2. RESULT DISCUSSION

This study identified teachers' attitudes and perceptions towards one-to-five (1:5) student group forms teaching strategy , through closed ended questionnaire that contained 28 items for attitudes and 28 items for perceptions. The questionnaire was likert scale type that has value ranged from strongly disagree to strongly agree. In the first phase quantitative data was collected and analyzed. Then, based on the result of the quantitative data qualitative data was collected and analyzed. The quantitative data analyzed result showed that teachers have negative attitudes and perceptions towards one-to- five student group forms. In this study for all items both in attitude items and perception items, for the items stated negatively to one-to-five (1:5) student group form, the mean score almost all fall in 4,(Agree), which indicated that negative attitudes and perceptions and for a few of the items the mean score is approached to 3 ,which means undecided. This result contradict with the research conducted by Hana (2015), found that as teachers have positive attitude towards cooperative learning, and contradicted with the result of Yeabisra (2015) found that teachers have positive perception for cooperative learning. Additionally, the findings of this study also contradicts with the study of Berhanu(2013) found that as teachers have positive attitudes towards cooperative learning.

In the second phase of this study, qualitative data was collected through interview (open- ended) in one-on- one way method to find the reason why teachers have negative attitudes and perceptions towards this teaching strategy. The qualitative data collected from teachers and the analysis indicated that 1:5 student teaching strategy contrary to the way teachers were taught when they were student and also teachers were not trained at college or university as teaching method. Teachers assumed that if 1:5 grouping was a teaching method, their respective college or university would have been given them as a course when they were trained to be a teacher. Teachers also strongly claimed that as it is not 'teaching method They were asked why they

claimed as it is not teaching strategy and they replied that 'because everyone in the country such as women, unemployed, youths, merchants, farmers, government office workers and so on …all were ordered by government to be grouped in one-to- five and so teachers and students. Thus, teachers considered it as means of political than teaching method.

The results of all the above ideas have two dimensions. First, the new teaching strategy contradicts with teachers' beliefs of teaching and preference of grouping students for classroom instruction. Secondly, because of teachers were not trained it as teaching method, and the government recommended it for schools as teaching method and also for all sectors ,and for others, teachers considered it as political than teaching method. For the first dimension of the above result, of course, it indicates the teachers' terminologies of knowledge which in turn shapes their beliefs of teaching and thus which in turn affected their attitude towards the new teaching innovation forwarded. This is consistent with Direbssa(2006) that stated why the Ethiopian education teaching methodology was more dominated by teacher-centered teaching approach. According to Derbssa(2006), in Ethiopia, because the education was associated with church education from its earliest time and thus, most modern educators, great intellectuals and teachers began their education in church schools, its influence on the strategies employed in the teaching learning process was and is very strong. Those teachers, who have church education background, taught the way they were taught. This also not limited to only those who have church education background but also transmitted to those who were taught by the teachers with this traditional background and Direbssa(2006) himself wrote what he had been experienced as a student and a teacher in college. Related to this, according to (Hofer &Pintrich, 1997), epistemological theory, beliefs that someone holds about "knowledge, how individuals come to know and about knowing" determines the ways or strategies he/she is going to set to make others to know (to get that knowledge).Those people views knowledge as 'single' follow behaviorist learning theory teaching approach and those view knowledge as 'multi' set and follow different approaches. Regarding this, Hailu(1974) also described that in Ethiopian context the terminologies of knowledge from its earliest time, that was viewed as 'knowledge is a single' one that given from the God, and this knowledge to be transmitted without changing and questioning, and to be taught by priests, from authority (priest, Soul of father or teachers) to learners through only Ge'ez language as medium of instruction. This means that in other words the behaviorist learning theory, from teachers to students' teaching method that dominated the

Ethiopian education system teaching method even in modern education. This taken as beliefs and those teachers passed through this method taught the way they were taught.

As mentioned above in this study the qualitative data collected from teachers confirmed that they preferred the teaching method that their teachers were used to teach them when they were students. Regarding to this Dan Lortie (1975) also in his observation of apparent-ship, found that in most cases, teachers taught the way they were taught. This indicated that teachers' beliefs affected their attitudes towards the new introduced teaching innovation (1:5student group form teaching strategy) is one factor. Moreover, teachers' perception of this new teaching innovation (1:5 student groups) affected by the teachers' perceived value of this innovation. The result of the data of this study both in quantitative and qualitative showed that teachers perceived 1:5 student group teaching strategy as " it contradicts with their teaching philosophy, as it couldn't increase the academic achievement of students, as it is impossible to evaluate fairly students, as it made students misbehaved and etc. This result consistent with Abrami et.al. (2004), which stated that teachers value the new innovation teaching strategy with its associated outcomes as worthwhile, which includes, benefits of a teacher such as congruency with teaching philosophy, career advancement and to the students such as increased achievement, improved attitudes and enhance students' interpersonal skills. Again, according to the result of this study regarding to one-to- five teaching strategy's preparation time, duration it takes during class time to implement and the effort it needs to implement, teachers have negative perception from the data analyzed. This also consistent with the research taken by (Abrami et al 2004) that stated "how teachers perceive the costs of implementation affect teachers' perception of new innovation (idea) in education."

Regarding the second dimensions, that teachers considered it as political ideology than teaching methodology Ellsworth,(2000) cited in Rogers (1995), stated that 'authority 'yields the high rate of adoption of innovation at the beginning, but produces high resistance later. This indicated that at the beginning stage when it introduced in most part of the country, it tried to implement in all schools. But as teachers become aware that not only teachers and students to be grouped in one-to- five, but also everyone in the country to be grouped in 1:5, and also they weren't trained it as teaching method, teachers become to politicized it and view it as political ideology than teaching strategy.

Regarding the difference between male and female teachers in attitudes and perceptions towards one-to- five student groups, the result indicated that there is statistically significant difference in attitudes and perceptions between male and female teachers towards 1:5 student group form of teaching strategy. The result indicated that in both attitude and perception, male teachers have good attitudes and perceptions than female teachers, though the total result for teachers indicated negative attitude and perception towards in this teaching strategy. In this study, as the difference between male and female teachers in attitudes and perceptions towards 1:5 student group forms was not the primary objective of this study, why this difference occurred was not addressed, and so it is an area needs further investigation in future.

# CHAPTER FIVE

## 5. SUMMARY,CONCLUSIONS AND RECOMMENDATIONS

### 5.1. SUMMARY

This study find out teachers' perceptions and attitudes towards one- to five (1:5) student group form teaching strategy and the reason why they behaved negatively towards this teaching strategy. Additionally the study finds out the significance difference between male and female teachers in attitudes and perceptions towards one to give (1:5) student group teaching strategy.

**Research questions**

1. What are teachers' attitudes and perceptions towards 1:5 students' grouping as teaching strategy in second cycle primary schools?
2. What is/are the reason/s for teachers to have positive or negative attitudes and perceptions towards 1:5 students' grouping as teaching strategy in second cycle primary schools? Why so?

**Hypothesis**

3. There is no significance difference between male and female teachers in attitude and perception towards 1:5 students' grouping as teaching strategy in second cycle primary schools.

1. From the data collected and analyzed teachers have negative attitudes and perceptions towards one to five student group form teaching strategy. The data analyzed and interpreted result showed in almost all the items for attitude and perception teachers' have negative attitudes and perceptions towards one-to-five student group form teaching strategy.
2. From the qualitative data result, teachers have negative attitudes and perceptions towards 1:5 student group form teaching strategy because of many reasons. Among these, one – to- five teaching strategy contradicts with teachers' beliefs of teaching and preference of

grouping students for classroom instruction is one factor. Secondly, the teachers weren't trained at college or university when they were trained to be a teacher, and also afterward, it was not recommended from teacher training institutions as teaching strategy were the second reasons. The third reason was , the recommendation of government about 1:5 grouping for all government sectors workers, for unemployed youths, women, farmers and etc, and also students and teachers to be grouped , lead teachers to view it as political ideology than teaching strategy.

All the above were factors investigated for the reasons why teachers have negative attitudes and perceptions towards one-to-five (1:5) student group form teaching strategy.

3. When we compare the male and female teachers attitudes towards one-to-five (1:5) student group, the analysis of this data revealed that male teachers (M= 62, Std.dev.= 16, N= 89) have significantly difference from female teachers (M=55, Std.dev = 12, N=74) attitude towards one –to-five (1:5) students group form teaching strategy at $t(161)= -3.0$ two tailed, $p<0.05$.(the found p value was= 0.003).

Regarding perception, the statistical data analyzed indicated that there is statistically significance difference on one-to-five (1:5) student group forms between male teachers (M= 68, Std.dev. = 12.3, N= 89) and female teachers (M= 60, Std.dev.= 11.9, N= 74), at $t(161)= -4.3$, two tailed, $P<0.05$.(the found p value was= 0.000).

This indicated that there is statistically significance difference between male and female teachers' attitude and perceptions towards 1:5 student group forms teaching strategy. Thus, the null hypothesis is rejected that there is statistically significance difference between them.

## 5.2.Conclusions

From this study it is concluded that teachers have negative attitude and perception towards one-to-five (1:5) student group form teaching strategy. The result of traditional teaching method originated from church education that transmitted from teacher to students and thus taken as beliefs, affected teachers' attitudes and perceptions towards the new teaching method (1:5) student group forms. More than this, the government recommendation of 1:5 grouping for students and also for all sectors, from merchant to-farmers, leads teachers to perceive it as more political than teaching methodology. This perception and attitude developed not only due to why the government recommended what is supposed for school to others, but also due to teachers were not trained at college or university and also not recommended from these teacher training institutions afterwards.

Generally, how students are engaged in the classroom instruction to learn depends on teachers' beliefs of teaching. When teachers were not trained about new teaching innovation (i.e. what it is, why it replaced the former and how to implement it) and also if the new teaching strategy introduced was contradicts with teachers' philosophy of teaching as well as it is mandate for teachers to implement it, teachers become to negatively perceived and react towards the new teaching strategy. Consequently, teachers' commitments and efforts they employed for the successful implementation of new teaching strategy (1:5 student group form) depends on their attitude and perception towards the new teaching strategy. As teachers' attitudes and perceptions are the major factors for the implement of new teaching innovation and also have the great role what teachers contribute for students' learning and quality of education, the result of this study concluded that the current teachers' perceptions and attitudes towards one-to-five(1:5)student group form strongly affected the students' learning and quality of education.

### 5.3.Result implications for curriculum and instruction

Teachers' attitudes and perceptions have a great role on the teaching- learning process and for desired outcomes of quality in education. Teachers' efforts and commitments of using new teaching innovation and selecting appropriate teaching method were affected by their attitudes and perceptions. The result of this study indicated that teachers' beliefs of teaching method more dominated in the way they were taught when they were students (the traditional method) in Ethiopian schools. This implies that in teacher training program, assessing the backgrounds of the country's teaching philosophy and related variables that might affect the new program of teaching innovation to be adopted with respect to teachers' attitude and perception help to align and design appropriate curriculum that can evacuate the new trainees from the old ideas. This is to mean that to improve our quality of education is not only more depending on the creating of new ideas in teacher training program, but also depends on escaping from the old ones. Moreover, the result of this study also implies that teachers more valued and concerned for what their respective teacher training institutions trained or recommended them than other bodies of imposing mandate or recommendation regarding to pedagogical matters that ' what, why and how' they would put in to practice at school. Therefore, whenever attempt to train new teaching strategy, addressing deeply its theoretical background and how to implement it in real situation would help the trainee to internalize it and also more likely to promote the successful implementation of the program.

### 5.4.Recommendations

This study identified teachers' attitudes and perceptions towards one to five (1:5) student group form teaching strategy and the reason why teachers to have negative attitudes and perceptions towards this strategy. Based on the data gathered and analyzed results through quantitative and qualitative, the researcher forwarded the following recommendations.

1. Policy-makers' discussions with and giving responsibility for teacher training higher institutions on the pedagogical aspects of 'what, why and how' teachers have to implement 1:5 student group form teaching strategy with respect to new teaching innovation and addressing it for teachers by higher institutions, help teachers to change

their views of 1:5 student grouping and so that they internalize and put it in to practice meaningfully.

2. Continually and practically supporting in-service teachers through long-term and on-going training with the cooperation of higher institution teacher training bodies, help to change teachers' attitudes and perceptions towards 1:5 student group form teaching strategy.
3. 3.The hidden root cause of traditional teaching method of teachers' beliefs that originated from earliest ' terminologies of knowledge' in the country, can be changed by higher institutions deep concern and designing curriculum strategically on pedagogical matter of teacher training programs.
4. 4.The support of schools for teachers by making 1:5 student group form teaching strategy with respect to cooperative learning as part of 'Continues Professional Development(CPD),helps teachers to know the background of 1:5 student grouping and its basic elements of cooperation.
5. Training students on interpersonal and small group skills help for successful implementation of 1:5 student group teaching strategy.
6. The cooperation among concerned bodies (schools, woreda and sub-city education offices, and education Bureau) with Teacher Training higher institutions on supporting teachers by training, help to smoothly running the program in to actual practice.

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**Appendix -i**

**Addis Ababa University**

**College of Education and Behavioral**

**Studies, Department of Curriculum and Instruction**

Academic year: 2009/2017

**Questionnaire for Teachers**

**Dear teachers**, the purpose of this questionnaire is to assess teachers' perceptions and attitude towards using one-to-five (1:5) student group forms and to learn more about the reasons why teachers to behave positive or negative attitudes to use one of the strategies of cooperative learning (1:5 student group forms). The study is being important to improve the challenges in teaching –learning process and students' learning. The information (data) collected will be treated confidentially and used only for the specified purpose. Your genuine and real data help for the successful accomplishment of the study. So you are kindly requested to respond for the items.

**I would greatly appreciate your taking the time to complete this questionnaire!**

## I. Demographic Information

**School Name:**_____

**Sex:** Male ☐ Female ☐

**Qualification:** Certificate ☐ Diploma ☐ Degree ☐ Masters ☐

**Teaching Experience:** 1-5 years ☐ 6-10 years ☐ 11-17 years ☐

18 years and above ☐

**Department:** Social science ☐ Math& Natural science ☐ Language ☐ Others ☐

**Age**: 22-27 ☐ 28-34 ☐ 35-42 ☐ 43- 50 ☐ 50 and above ☐

**Direction:** for each of statement below use the following key to indicate to what extent you agree, or disagree, for the items regarding your perception and attitude towards using 1:5 student group forms for classroom instruction. Use (✓) for your responses.

**SD= Strongly Disagree, D= Disagree, U=Undecided, A= Agree, SA= Strongly Agree**

**Once again, thank you very much for your cooperation!**

SD= Strongly Disagree=1 D= Disagree= 2,

U= Undecided =3 A= Agree=4 SA= Strongly Agree

**PART ONE: Attitude towards 1: 5 student group forms**

| No | Items | SD | D | U | A | SA |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Competition can best prepare students for the real world than cooperative learning. | | | | | |
| 2 | 1:5 student group forms are consistent with my teaching philosophy | | | | | |
| 3 | 1:5 student group forms contradict parental goals. | | | | | |
| 4 | I feel pressured by the administration to use 1:5 student group forms | | | | | |
| 5 | 1:5 student group forms are inappropriate for the subject I teach | | | | | |
| 6 | I feel pressured by government political leaders to use 1:5 student group forms | | | | | |
| 7 | I find that 1:5 student group form is too difficult to implement successfully | | | | | |
| 8 | 1:5 student group forms would not work with my students | | | | | |
| 9 | I prefer using familiar teaching methods instead of this new approach/ 1:5 student group forms. | | | | | |
| 10 | The physical set-up and student population of my classroom is an obstacle to use 1:5 student group forms | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 11 | In my opinion , 1:5 student group form teaching strategy is simply time consuming, it doesn't contribute any on students' learning and academic performance | **SD** | **D** | **U** | **A** | **SA** |
| 12 | I think that 1:5 student group forms are an ambition of political concern in Ethiopian context. | | | | | |
| 13 | 1:5 student group forms didn't come from the higher educational institution of the country's recommendation; rather it came from political imposition on teachers. | | | | | |
| 14 | 1:5 student group form teaching strategy is appropriate for the grade level I teach. | | | | | |
| 15 | 1:5 student group forms teaching strategy is contrary to my own preference of teaching strategy. | | | | | |
| 16 | 1:5 student group forms are a strategy of controlling and shaping students in the political ideology of the government ruling party. | | | | | |
| 17 | I think that it is more important to organize students in different group forms for classroom instruction by interchanging the group, instead of the permanent 1:5 group forms throughout the education year. | | | | | |
| 18 | Even, I would prefer other name for student grouping for instruction instead of 1:5 student group forms. | | | | | |
| 19 | Not only have me, even those have high educational qualification and experience than me, complained that 1:5 student group form is not appropriate for Ethiopian schools | | | | | |
| 20 | 1:5 student group forms even make low achiever students more dependent of a high achiever student of the group | | | | | |
| 21 | If I use 1:5 student group forms, my classroom is too noisy. | | | | | |
| 22 | I feel a personal commitment to use 1:5 student group forms. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 23 | I feel that the application of 1:5 student group form methods does not improve the academic achievement of the most slowed down students. | **SD** | **D** | **U** | **A** | **SA** |
| 24 | I feel that the application of 1:5 student group form methods does not improve the academic achievement of the high achiever students. | | | | | |
| 25 | I would very happy if the government will declare or announce to stop about 1:5 student group form | | | | | |
| 26 | This 1:5 student group form is boring, that why I hate it. | | | | | |
| 27 | The main cause of poor quality of education in Ethiopia is 1:5 student group form teaching strategy. | | | | | |
| 28 | 1:5 group form is not appropriate in schools especially for teachers and students, rather it may be appropriate for other government sectors or office workers. | | | | | |

**PART TWO: perceptions about 1:5 student group forms**

| **No** | **Items** | **SD** | **D** | **U** | **A** | **SA** |
|---|---|---|---|---|---|---|
| | | **1** | **2** | **3** | **4** | **5** |
| 1 | For me, to succeed in using 1:5 student group forms require support from the school administration | | | | | |
| 2 | Using 1:5 student group forms are likely to create too many disciplinary problems among my Students. | | | | | |
| 3 | 1:5 student group form teaching strategy needs extra time than normal period allocation | | | | | |
| 4 | I am not trained in university or collage about 1:5 student group form as teaching strategy, and so difficult for me to implement it successfully | | | | | |
| 5 | Peer interaction helps students to obtain a deeper understanding of the curriculum material | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6 | If the students of my class work in a cooperatively in 1:5 student group forms, I consider that they will become aware that everybody can learn from everybody | **SD** | **D** | **U** | **A** | **SA** |
| 7 | I didn't have much techniques /skills/ toimplement1:5 student group forms successfully. | | | | | |
| 8 | If I use 1:5 student group form, all member group expect the high achiever student to do the given work | | | | | |
| 9 | It is impossible to evaluate students fairly when using 1:5 student group forms | | | | | |
| 10 | Using 1:5 student group promotes friendship among students | | | | | |
| 11 | My students are resistant to work in 1:5 student group forms | | | | | |
| 12 | Engaging students in 1:5 student group forms interfere and decrease students' academic progress | | | | | |
| 13 | Implementing 1:5 student group forms require a great deal of effort. | | | | | |
| 14 | 1:5 student group forms make many students to become misbehavior and also not to respect the rule & regulations of the school | | | | | |
| 15 | 1:5 student group forms are enhance or improve the learning of low-ability students. | | | | | |
| 16 | 1:5 student group forms are an efficient classroom strategy | | | | | |
| 17 | Implementing 1:5 student group forms takes too much class time. | | | | | |
| 18 | Implementing 1:5 student group forms take too much preparation time. | | | | | |
| 19 | 1:5 student group form gives too much responsibility to the students | | | | | |
| 20 | If I work with the students of my class in 1: 5 group forms cooperatively with them, I will contribute to value positively the individual contributions to the solution of the group conflicts. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 21 | I am certain that, although my students worked in 1:5 group form methods in class, it would not favor the communication among them | **SD** | **D** | **U** | **A** | **SA** |
| 22 | I consider that 1:5 student group forms will enrich the group by means of the contribution of new ideas. | | | | | |
| 23 | I think that 1:5 group forms will help the students to know the social diversity in their own group. | | | | | |
| 24 | I am certain that 1: 5 student group is not appropriate for primary school students. | | | | | |
| 25 | After assigning students in 1:5 group, there is no more problem for teachers because students can learn by themselves | | | | | |
| 26 | Sitting in one group throughout the year is not good for students' learning | | | | | |
| 27 | I understand that 1:5 student group forms are not appropriate for the subject I teach. | | | | | |
| 28 | I understand that 1:5 group forms confuse most students, so they couldn't learn what they have to learn. | | | | | |

**Appendix-ii**

**Addis Ababa University**

**College of Education and Behavioral**

**Studies, Department of Curriculum and Instruction**

Academic year: 2009/2017 **Interview guide for Teachers**

**Dear teachers**, the purpose of this interview is to assess the reasons why teachers have negative attitudes towards one-to-five (1:5 student group forms). The study is being important to improve the challenges in teaching –learning process and students' learning. The information (data) collected will be treated confidentially and used only for the specified purpose. Your genuine and real data help for the successful accomplishment of the study. So you are kindly requested to respond for the items.

**I would greatly appreciate your taking the time to complete this interview**

**School----------Gender----------Qualification**

Interview Guide for teachers.

1. What do you think that the main aim of using one-to-five (1:5) student group form teaching strategy in Ethiopian primary school?
2. Why do think that most teachers are not interested to use 1:5 student group forms while they are teaching?
3. What do you think about the advantage of 1:5 student group forms for students?
4. How do you compare your own teaching method preference with the 1:5 student group form teaching strategy?
5. How do you see the today's students' academic performance and quality of education in Ethiopia with respect to 1:5 student group form teaching strategy?
6. Can you think that 1:5 student group form teaching strategy benefits all students? why?

7. Tell me that 1: 5 student group form teaching strategy can be used for all subject and grade level?
8. how do see that the preparation time, effort and teaching time required using 1:5 student group forms with other teaching methods?
9. What do you think that from where this 1:5 student group form recommended as teaching strategy for Ethiopian school?
10. Tell me that your students can learn by themselves after assigned in their group? Or in what way?
11. Why do you think that 1:5 student group forms teaching strategy unsuccessful?
12. What are the factors that hinder 1:5 student teaching strategy implementations?
13. Tell me that 1:5 student teaching strategies prepare students for good academic achievement and good friend ship among students than competition? How?
14. Why do you think that most teachers views 1:5 student group form as political ideology?

## Appendix-iii

### Independent samples test for attitude between male and female teachers.

**Group Statistics**

| | sex of teachers | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Attitude all | female | 74 | 54.7838 | 12.08108 | 1.40440 |
| | male | 89 | 61.6966 | 16.19723 | 1.71690 |

# Appendix-iv

**Independent samples t-test for perceptions' between female and male teachers.**

**Group Statistics**

| | sex of student | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Perception | female | 74 | 59.8378 | 11.99661 | 1.39458 |
| | male | 89 | 68.0449 | 12.28627 | 1.30234 |

## Declaration

I, the undersigned, declare that this study entitled "Teachers' Attitudes and Perceptions towards one-to-five (1:5) students' grouping as teaching strategy: the case in Nefas-Silk-Lfto Sub-city, second cycle primary schools" is my own work. I have undertaken the research work independently with the guidance and support of the research advisor and I fully acknowledged all the sources I used in this study.

Declared by

Name: Chali Bekele Fikadu.

Signature: _____

Date: _____

Advisor: Ato Tilahun Fanta (Asst.prof.)

Signature: _____

Date: _____