

Addis Ababa
University

(Since 1950)



**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES**

Department of Curriculum and Instruction

Practices of Cooperative Learning and its Challenges in Primary Schools of Gambella Town

Yiey Chuol Hoth

June 2018

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Practices of Cooperative learning and its Challenges in primary Schools of Gambella town

Yiey Chuol Hoth

**A Thesis submitted to the department of Curriculum and Instruction for the partial fulfilment
of Master of Art Degree in Curriculum and Instruction.**

Advisor: Ato Tilahun Fanta

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School of Graduate studies

Thesis Approval page

This is to certify that the thesis prepared by Yiey Chuol Hoth entitled; Practices of Cooperative learning and its Challenges in primary Schools of Gambella town complies with the regulations of University and meets the accepted standard with respect to originality and quality.

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Abstract

The major purpose of this study was to explore the practices of cooperative learning and its challenges in two primary schools of Gambella town.

Descriptive survey design was chosen by the researcher to conduct the study using qualitative and quantitative approaches. The samples chosen from the primary schools are from those having more concern about the practices and challenges of cooperative learning challenges in the schools for long period of time these were including teachers, school principals, Kebele social affair workers, six students from grade 5th, eight students from grade 6th, Seven students from grade 7th and seven students from grade 8th. Data gathering tools were FGD, interview, and questionnaires. The study showed cooperative learning was practiced at low level due to large number of students, which make classroom noisy that teachers fail to control.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education in the largest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical wisdom, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another in the process of development of a young child or in its broadest sense education is the means of the “social continuity of life” (Dewey 1916) cite by (Cleverley and Phillips, 1986). It made humans possess unique characters that they own educational knowledge at all institutions more than all social animals over the world.

An essential effect of learning makes people look the world differently from different perspectives by understanding the past and present and anticipating the future events as well as leading them to give attention to educational values (Brinkley, 2009; Lyse, 1995). The ultimate goal of education is, therefore, to make teaching and learning humane about how to think for problem solving in real life situations. In the process of education, the theories of instruction are landmarks in conceptualizing learning and curriculum development. It posited the idea that a curriculum should revisit basic ideas; building on them until the student had grasped the full formal concept, developed the concept of discovery, learning promoted as a process of constructing new ideas based on current or past knowledge Bruner (1996).

The basic ideas introduced in this study were outcome of educational concepts those made people over the world who intended to explore the practices and challenges of cooperative learning. The origin or history of the cooperative learning dated back at least 100 years ago, but little research was made on how and why cooperative learning work until the 1960s (Jacobs et al, 2002). It was in the United States that the first attempt to lead organized and structured cooperative learning took place by Johnson and Johnson in the training of teachers at the University of Minnesota since 1960s.

Many educators resist the objective of cooperative learning; hence, philosophers and researchers conducted studies pertaining to the visible challenges those drawing back the successive learning and teaching progresses that include teacher-monitored, collective class discussion, transmission,

and individual work. Researchers had also indicated that teachers do not find easy to implement the principles of cooperative learning (Antil et al. 1998 Antil, L. R., J. R. Jenkins, S. K. Wayne, and P. F. Vadasy. 1998). Teachers' failures accelerated the internal competition among students in their learning and individual performance in the classroom most of the time creates negative impact (Slavin, 1995).

The major task of cooperative learning embraces teaching and learning strategies that does not support traditional teaching methods that the teachers are dominantly above the class while students are docile listeners (Olsen & Kagan, 1992). Therefore, this type of learning strategies was never intended to fix the old method, rather it cooperated effectively at all levels to maximum learning style and intended not to violate democratic culture for all nations; irrespective of educational, political, culture and economic background of everybody (Johnson & Johnson, 1989; Kessler, 1992).

Cooperative learning in classroom has significant impact on education and its progress by empowering all students who have diversified experience at different learning placements to share the same learning opportunities with logical manner (Jenkins and O'Connor, 1996; Felder, R.M., & Brent, R. 2001). Effective strategies in cooperative learning leads to the realization of empowerment of all group members to share the same responsibility with fully participation in their specific task and it results as positive outcome for all of them. Students practiced the learning concepts when they oriented by their instructors to form many learning styles by applying teaching problem solving through cooperative in grouping themselves Heller, P., and Hollabaugh, M. (1992).

For that purpose the only building block and positive human relations by utilizing the concepts of justice, freedom, dignity, conflict resolution and peace was because of cooperative practice carried out between different racial nations (Taylor, 1993). In the case of Ethiopia context some relevant studies conducted on practice and challenges of cooperative learning intended the teaching strategies on subject teachers, Lightbown and Spada(1993) A teacher in the cooperative learning plays a role as a supporter, facilitator, observer, change agent, and adviser (McDonell, 1992). Thus, the above mentioned contributions of education and its advancement over the world in general and Ethiopia particularly grounded the beginning on practices and challenges of cooperative learnings and forced the researcher to identifies the factors challenges the practices of cooperative learning in primary schools at Gambella town where at early time no studies conducted on students' learning whom from diversified socio-economic and cultural background at different grade levels enrolled so long.

1.2. Statement of the Problem

This study tries to identify the challenges and the practices of cooperative learning on teachers and students in learning sections in Gambella town, Gambella regional state. Effective implementation of cooperative learning is hampered, as (Plass, 1998; and Lue, 2000) as cited in Hagose (2012) by poor socioeconomic setup by large class size, improper classroom organization, lack of necessary teaching materials, and well-trained teachers. As result of this, uncontrolled atmosphere inside the learning classrooms, the cheating of tests, quiz, and exam among children without any question appeared to delay the successive practice of cooperative share among peers.

Teachers do not pay enough attention on the active learning whether all the students take part in the learning progress or not; in that purpose the learning interactional modes as well as the unique individual's educational need was unexpected because of the above expressed point of views in the selected areas (Ogunsaju, 1990). How does the teacher identify their strengths and weaknesses to assist them especially when the teachers trust so much on oral evaluation for every lesson? All these have serious implications for curriculum development and implementation.

Having parental support is invaluable, and the lack of parental support can be paralyzing, when parents are not following through with their responsibilities at home, it almost has a negative impact in the learning classes (Singh, Bickley, et al., 1995). On another hand teachers' benefits those motivated them on the teaching process they missed regular salaries monthly and extra increment of salaries after awarding to new education level, (Levinson, 1997, Moser, 1997). People resist the objective of cooperative learning when the researchers conducted the studies there were visible challenges those drawing back the successive learning and teaching advancements those included teacher-monitored, collective class discussion, transmission, and individual work.

For example, in the USA, wide observation in elementary classrooms underlined that pupils spent more than 91% of their school time in whole-group or individual seatwork settings and only 7% of the time is devoted to small-group instruction (Pianta et al. 2007 Pianta, R. C., J. Belsky, R. Houts, and F. Morrison. 2007. People are willing at any corner to participate, contribute and share the pain with their immediate families, relatives and neighborhoods but do not come together in the area of cooperative learning instead most of them still follow the former individualism and competitive learning (Johnson & Johnson, 1989). It could also move the focus of the source from the teacher to the student that indicates the teacher-centeredness of teaching in most schools teachers' role is

mainly to act as instructor, explainer and corrector of errors (Liang, 2001). Meanwhile the students' role is to do what the teacher tells them to practice as it is.

A reluctance to embrace cooperative learning was partly due to the challenge it poses to teachers' control of the channels of communication, the demands it places on curriculum organization, and the personal commitment teachers need to make to sustain their efforts (Kohn, 1992). According to (Antil, Jerkins, Wayne & Vadasy, 1998) as cited in Seid (2012), traditional instructions, such as lectures, explanations, answer-question routines, assigning reading, and guided practice focus exclusively on individual academic goals.

Blatchford, Kutnick, Baines, and Galton (2003) recognized the difficulties teachers encounter in trying to introduce cooperative learning and argued strongly that if it is to be used successfully in classrooms, the context in which it is to be introduced needs to be prepared, students need to be taught the appropriate interactional skills, teachers need to be taught how to work with groups, and the lessons and tasks need to be well organized. The teaching style of cooperative learning is affected by cognitive theory in many ways as a Robinson (1995) stated that "teacher conceives self as flexible, permissive, and interested in stimulating discussion and seeing others grow".

The same is true for the idea of Lightbown and Spada (1993) stated teachers should more carefully design what students need to learn before they apply those learning activities into their teaching mechanisms. Former teaching methodology play negative role on learning progress of modern students as they simply listen and to what the instructor ordered to them. Nardos (2000) has pointed out that, in active learning the learners have a marked degree of freedom and control over the organization of learning activities. In the real sense the human nature resists on area of essential changes it was very clear that in Ethiopia context the newly introduced education policy carried out the right tract to transform the nation from where they were by pursuing its major tasks for fostering the MDG goal achievement unless the qualitative and equitable distribution of resources assured by all people and stated that the training of teachers was a crucial factor among others those affected the implementation of active learning, because the teacher is the final decision maker in regard to the actual learning opportunities provided to the students (Frazee et al, 1995).

Mukalel, et al., (1999) has stated the teacher training policy of Ethiopia designed to enhance the further educational goal for modern learners ignored by the former regimes but regarding theoretical

and practical knowledge at the learning centers students still face challenges. Because students do not feel free to reflect quietly on their own subject matters the ideas of others without polite consideration, the expectation of interaction could significantly delay academic success activity of the individual learner (Sheehy, 2004). Even education personnel at different levels are only phrasing around the term without mastering it and thereby providing support system for teachers, which is just only half the battle (MoE, 2003).

However, little attempt is made by the policy document and other subsequent education and training strategy documents to give elaborations and to indicate how it can be translated in the teaching learning process at the classroom situation. The recent educational concept promotes student learning centered for Cooperative learning groups most of the time encourage student-student communication where oral language is emphasized (Harmer, 2003). According to Johnson & Johnson (1999) as cited in Wang (2007), “cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning.” Today, educationalists’ opinions about effective teaching have shifted from teacher-centered to learner-centered teaching-learning methods. (Richards & Rodgers, 2001).

As Nunan (1992) suggested, students can improve their language skills while interacting with other learners in learner-centered classrooms because they share the same view on learning progress even though they differed in level of understanding their ultimate goal is equitable to what everybody contribute to the group members as much as possible. According to Nunan (1992), cooperative learning can foster learner growth in terms of academic achievement, personal growth, and the development of social and learning skills. This type of group work is formally termed cooperative learning and is defined as the instructional use of small groups to promote students working together to maximize their own and each other’s learning (Johnson, et al., 2008).

When a student perceives his/ her obligation to the group as more important than her responsibility to individual motion is compromised and devalued” (Sheehy, 2004). Well qualification teachers have positive teaching style on learning and teaching improvement of their students, Gillies (2008), in a study of junior high school students' performance on a science-based learning activity, found that students performed better in those schools where teachers had been trained in how to establish provided with opportunities to participate in these activities on a regular basis than in those schools where teachers had not been trained.

It is important that teachers understand how to embed cooperative learning into the classroom curricula to foster open communication and engagement between teachers and students, promote cooperative investigation, problem-solving and reasoning, and provide students with an environment where they feel supported and emotionally secure (Johnson & Johnson, 2003; Roseth, Johnson, & Johnson, 2008). One of the strategies of active learning in schools is cooperative learning (TGE, 1994). Cooperative learning seems a potential solution to teaching problems.

As people engaged themselves by conducting many researches on the above expressed research theme or cooperative learning in large parts of Ethiopia, there is however insignificant amount of research work done in this regard in Gambella region. Therefore, the researcher is interested to carry out this research in Gambella town and contribute to the desperately required knowledge gap in implementing cooperative learning by exploring the practice in accordance with the specific objectives outlined below.

1.3. Objectives of the Study

1.3.1. General Objective

The major purpose of this study was to explore the practices of cooperative learning and its challenges in primary schools of Gambella town. Therefore, the following are specific objectives of the study emanated from the general objective that the study attempts to answer.

1.3.2. Specific objectives

1. To assess the practices of cooperative learning in classrooms that lead to relevant changes in primary schools of Gambella town.
2. To identify strategies teachers use for the application of cooperative learning in primary schools of Gambella town
3. To find out whether cooperative learning benefiting students from diversified experience in classrooms at primary schools of Gambella town.
4. To identify the factors hindering effective practice of cooperative learning in primary schools of Gambella town.

1.4. Research Questions

This study has four research questions; these are as follows:

1. What type of strategies do teachers use for the application of cooperative learning in primary schools of Gambella town?
2. Does the practices of cooperative learning in classrooms make relevant/intended changes in primary schools of Gambella town?
3. How is cooperative learning benefiting students from diversified experience in classrooms at primary schools of Gambella town?
4. Are there factors hindering effective practice of cooperative learning in primary schools of Gambella town?

1.5. Significance of the Study

The outcomes of this study would be helpful especially in the teaching and learning process. It is believed to have the following significances:

- It would be used as a literature by researchers who interested in the same topic under study; especially about the practices of cooperative learning and challenges.
- It would promote awareness among the concerned bodies in implementation of cooperative learning strategies.
- Policy makers would find this study as helpful in decision-making process and the contribution of parents and social affair workers at community level would make an essential change on the practice of cooperative learning at primary level as well as secondary level at the Gambella town.
- It would find out the possible solutions for the factors those hindered the implementation of cooperative learning from specific up to the general points of view at the study sites.
- It could tie up the social relationship in all aspects of live irrespective of social background of any individual person inside or outside the classrooms.

1.6. Delimitation of the study

Gambella is located at the western parts of Ethiopia bordered with South Sudan from west, Oromia region from the north as well as east, and South people Nation and Nationalities from the south. It is almost 766 Kilometers from Addis Ababa to Gambella town. Ras Gobena primary school is located around the center and east of Gambella town and *Dalkoch* primary school was in eastern site of the town. Within the schools, the researcher identified the number of students who had diversified ethnic background as it indicated under the statement of the problem.

This study has thematic and temporal scopes. The reason why the researcher intended to conduct the study on this specific topic was because of vital goals those should be achieved by anybody regardless of geographical location, land compactness, cultural heritage and soon. Within this study the selected sites are the main capital of the region which consists of five *Kebelles* Administrative structures, among them the researcher picked up *Zero One Kebelle* and *Zero- Two Kebelle* where both primary schools located. The reason behind was time constraint and land space coverage were out of researcher's control in the right time due to those factors the research work delimited to the above-mentioned areas at regional capital. This study was limited to practice of cooperative learning and its challenges in Gambella town's education bureau.

1.7. Limitation of the Study

Researcher faced with different challenges during the conduct of this study. One of the challenges was related to the data collection process whereby respondents were reluctant to participate in the survey study. Other challenges were related to time and financial constraints. However, these challenges were addressed and the researcher employed various methods to achieve intended outcomes of the study.

1.8. Definition of Terms

Group members: Students being selected to do one common task for their further achievement in period class or for about one week and above.

Social ties: The structural style which binds the social group to make common societal norms for particular purpose in their socio-economic culture as an institutional principle for the sake of survival.

Mental readiness: Self-sacrificed to earn the objective on the useful plan shared by selected individual students in their lives learning progress.

Sharing of mutual goal: The outcomes of the efforts applied by certainty people together with the same view intentionally without any kind of difference.

Cooperative manner: An important rule being set for successive of one specific goal that everybody holds responsibility.

Cooperative challenges: the factors those hindered the implementation of cooperative learning among students with different understanding levels.

Fully participatory mood: The learning strategy design to overcome the challenging task on the live experience of learners to commit themselves with full confident.

Cooperative learning: is a learner-centered approach and inclusive instructional method in which a group of four up to six heterogeneous students (based on achievement level, sex, age, and disability/special need) work together in a structured form with each member's taking an active role to maximize their own and one another's learning.

Attitude: is an expression of favor or disfavor toward a person, place, thing, or event.

Implementation: the process of putting a method to practice in a classroom by the teacher.

Status: relative social, professional, institutional or personal standing or rank.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

Cooperative learning as a pedagogical strategy has been widely researched since its inception in the 1960s and it is often advocated as an effective classroom practice (Artzt & Newman, 1997; Gillies, 2003; Slavin, 1985; and Sutton 1992) as cited in Hennessey (2013). We should think of cooperative learning first and for most in terms of students being intellectually active, that means, teachers do not simply expect students to memorize and repeat facts. Their main objective to commit the task must have some basis and teachers should expect students to use information critically and analytically.

Cooperative learning is one variety of active learning which structures students into groups with defined roles for each student and a task for the group to accomplish (Keyser, 2000). As Nardos (2000) has pointed out, in active learning the learners have a marked degree of freedom and control over the organization of learning activities at any corner because of their further understanding and self-confidence. This peculiarity of active learning has brought schools throughout the world to adapt a change from learning that is made up of facts to a new model i.e. active-learning which emphasizes understanding, making connections in the world around us, collecting and using information in active manner (Leu, 2000). Therefore, how effectively is this teaching and learning strategy being practiced in Gambella is the key quest of this study?

2.2 Keys to effective implementation of cooperative learning

Lack of understanding of how to use pedagogical practices in classrooms is a serious setback for effective teaching and learning processes. As Lightbown and Spada (1993) stated teachers should more carefully design what students need to learn before they apply those learning activities into their teaching. Gillies (2008), in a study of junior high school students' performance on a science-based learning activity, found that students performed better in those schools where teachers had been trained in how to establish cooperative learning activities in their curricula and students had been provided with opportunities to participate in these activities on a regular basis than in those schools where teachers had not been trained.

A teacher in the cooperative learning plays a role as a supporter, facilitator, observer, change agent, and adviser (McDonnell, 1992). Successful cooperative learning contains two factors (a) the teacher's first task is to induce students to produce active learning (b) teachers have to provide necessary proficient knowledge, and inducement to work harder cooperatively; before the class the teacher should offer designs and arrangement of curriculums (Johnson and Johnson,1987).Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson and Johnson,1987).

In its fullest concept cooperative learning provides a radically different approach to instruction, where possibilities have been tapped only on a limited basis. Johnson and Johnson (1994) advocated that two principles in implementing cooperative learning are necessary to teachers: (a) to learn knowledge and the skills of cooperative learning to apply the concept and strategies to designing curriculum units for their students' needs; (b) to train teachers to implement curriculum, strategies, and activities of cooperative learning. These two approaches complement each other (Wei, 1997; Wang, 2001). Cooperative learning has been thoroughly studied in relation to its effect on students' achievement, with substantial evidence suggesting that this structured style of learning is effective in maximizing the learning outcomes of a range of students (Gillies, 2003; Johnson and Johnson, 1994; Johnson, Johnson, and Smith, 2004; Slavin, 1995; Slavin, 1996).

Since cooperative learning is such a well - researched area one would assume that teachers broadly implement this approach. However, cooperative learning is often underutilized in schools (Muijs and Reynolds, 2005) and "the extent of its [cooperative learning's] use has not been firmly established" (Lopata, Miller and Miller, 2003). Johnson and Johnson, 1994; and Holubec (1993) define cooperative learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning". Students help each other to complete tasks that are designed to achieve a wide range of academic and social goals.

Unlike individual learning, which is usually competitive, students learning cooperatively make use of all members' resources and skills by asking each other for information and help, evaluating each other's ideas, and monitoring each other's contributions. Siegel (2005) also define Cooperative learning is a learning environment in which two or more students are working together to complete a common task. A more complex summary of cooperative learning is detailed by the Office of Education Research Consumer Guide (1992) describing cooperative learning as a successful

teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Cooperative learning is an educational situation where learning occurs while two or more students are working together to complete a common task (Siegel, 2005). “Collaborative learning is an umbrella term for a variety of educational approaches involving joint involving, joint intellectual effort by students or students and teachers together.

Collaborative learning activities vary widely, but most center on students’ exploration or application of the course material, not simply the teacher’s presentation or explication of it.” (Smith and McGregor, 1992). The concept ‘learner-centeredness’ was first emphasized in the humanistic approach in language teaching (Freeman, 2000). Under the influence of humanistic approach, educators observed that students who knew the rules of the language were often unsuccessful in communicating outside of the classroom. These needs and observations led to several instructional approaches have been created with learner-learner interaction in mind.

2.3 The uniqueness of the instructional strategy

Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education in the past several decades. Cooperative learning has become a widely used instructional strategy across different grade levels and subject areas (Tsai, 2005; Tseng, 2004). Numerous studies have shown the effectiveness of cooperative learning with primary-level students (Ghaith & El-Malak, 2004; Law, 2011; Liao & Oescher, 2009). Studies have shown that cooperative learning instruction creates opportunities for students to interact with peers, increase their communication with each other, encourage reading-comprehension development, and lower anxiety (Gillies& Ashman, 2000).

However, more research is needed to explain how teachers’ knowledge of cooperative learning can shape what teachers perceive as barriers to effective implementation, thus affecting the success of cooperative learning in practice. Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content (Salivn, 1995) as cited in Meixian (2013). It is described at length by Olsen & Kagan (1992) as cited in Meixian

(2013) as follows: “*Cooperative learning is 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.*”

2.4 The effect of cooperative learning on learning

In cooperative learning students are responsible not only for their own learning but also for the learning of their team members (Holt, 1993) as cited in Meixian (2013). Research has shown that cooperative learning groups are rare, because many educators are not well trained, often seek shortcuts to quality group work, perceive time as a barrier to its implementation, and/or tend to assume that traditional classroom groups will suffice (Antil, Jenkins, Wayne and Vadasy, 1998; Johnson and Johnson, 1994).

According to Adams (2013) cooperative learning is structured and systematic instructional technique in which small groups work together to achieve a common goal. Among human societies, the individuals who are most likely to survive are those who are best prepared to do so by their group, (Montagu, 1965). Making cooperative learning powerful demands strong educational leadership style. Therefore, an effective cooperative group is not a collection of kids thrown together for a brief activity rather it is a team composed of diverse students who care about helping one another learn and strive for the success of the team itself.

All team members must know they can depend on one another for help in the forms of cooperative learning. Team members have their own choice to move their desks together and choose a team name at the beginning of the team's work; members engage in-group bonding activities, like creating a motto or coat of arms to express their team personality. In middle or high school, students' groups might investigate careers that interest that satisfy them and colleges known for majors tied to those careers. Their research often culminates in each team giving a presentation about why they recommend a particular college, and teams sometimes name themselves after the school they recommend is important for all of them. Cooperative learning should be seen as a key part of each lesson, but not the whole lesson because an effective class lessons might also include teacher instruction, media or computer based activities, and individual assessments of various kinds.

Informal cooperative-learning activities such as random reporter or think-pair-share may also be used, but these should not be the only cooperative activity therefore the best way to use cooperative learning is to replace individual work, which in traditional lesson cycles happens after lessons and before assessments. Individual, isolated practice is boring and ineffective for most students, especially if they struggle through the type of cooperative learning that makes practicing to understanding, engaging socially and gives all students “study buddies” to help them when they run into difficulties.

Generally, the above text can be summarized into the following five categories of the focus of cooperative learning as outlined by Johnson and Johnson, (1999).

- (1) **Social skills** – teacher-provided direct instruction on pro-social methods of communication, decision-making, and conflict resolution;
- (2) **Positive interdependence** – assignment of roles that involve students in the learning process while allowing for division of responsibility (e.g., student note-taker, time-keeper, results-reporter, etc.);
- (3) **Individual student accountability** – embedded individual accountability assessments that make each student responsible for contributing to the group assignment effort;
- (4) **One-on-one interaction** – provision of adequate class time for students to discuss the assignment, share ideas, assist each other, and develop ideas;
- (5) **Group processing** – provision skill instruction to allow students to determine their own progress towards achievement of the group goal(s).

2.5 Challenges of cooperative learning

A reluctance to embrace cooperative learning may be partly due to the challenge it poses to teachers' control of the channels of communication, the demands it places on curriculum organization, and the personal commitment teachers need to make to sustain their efforts (Kohn, 1992). As a Robinson (1995) stated that “teacher conceives self as flexible, permissive, interested in stimulating discussion and seeing others’ inferiorities in the learning centers. According to ICDR (1999) as cited in Hagose (2012), in this method the teacher use “chalk and talk” or method of teaching in which the teacher is active and the students passively copy the notes in their exercise book or memorize the information from their textbooks.

While cooperative learning offers educators an option different from a teacher-centered approach, problems still exist in regards to which learning strategies prove to be more effective than others are.

Further problems exist with the level of competence by the teacher implementing the different cooperative learning techniques. A gap exists in research when comparing cooperative learning methods to each other and analyzing the outcomes with each other in terms of student achievement (Graham, 2005).

The learning challenges most of times generated from structure of a general classroom instruction is mainly classified into three main forms: competitive, individualistic, and cooperative (Johnson, Johnson, and Holubec, 1991). Competitive classrooms are based on the concept of ranking per individual students' learning out come and it is clearly stated the performances are indicators such as grades used to differentiate among individual students the only one student can be at the top for his/her own success, failures of others are necessary. Standards for success are clearly communicated in an individualistic classroom any one student depends on that student's individual actions.

There is no connection of one student's success or failure to any other student's success or failure where these types of learning strategies practice it is possible for two or more students to be on top of the class. According to Johnson and Johnson (1991), cooperative learning is relatively ignored and underutilized by teachers. To understand what cooperative learning is, we must understand first what cooperative learning is not. As Johnson and Johnson (1994) summarize these are some of the non-characteristics of cooperative learning:

- ❖ Having students sit side by side at the same table and talk with others as they do their individual assignments.
- ❖ Having students to complete tasks individually after instruction with those finishing first helping other students with their work.
- ❖ Assigning a report to a group where one student does all the work and others put their name on it.
- ❖ Now after listing the non-characteristics of cooperative learning, there would be discuss what cooperative learning was.

However, too much competition might bring negative interdependence and lower the teaching effects among learners. Such a traditional instructional approach causes competitive learning and individual performance in the classroom teaching most of time resulted unfair goal (Slavin, 1995).

But in the area of cooperative learning as long as the world nations including Ethiopia there were vast major resistances towards the implementation of cooperative learning, while it marked absent of relevant changes those need to be practice as way out for the success on academic achievement irrespective of wherever people were being situated.

The line of teacher training policy over the world coincides the lack of pedagogical knowledge while it believes as it is important agent regarding the implementation of cooperative learning in all subject matters and at all levels of learning programs. Despite the strongest criticisms (considering teachers as authority figures, and students as passive beings, its being one-way information recording, etc.) on the conventional teacher-centered instructional approach, however, the teaching learning process in most schools in Ethiopia has persisted to be teacher dominated (MoE, 2003). Most classes are characterized by a situation where students are made to listen to their teachers and copy notes from the blackboard.

Learning by doing, problem solving, cooperative learning and group approaches are limited in primary schools of Ethiopia and if used, they do not serve their very purpose (MoE, 2003). The Ethiopian Education Sector Development Program III (2005), for instance, underlines that the education system faces serious problems pertaining to teacher qualification, shortage of textbooks, and high student-teacher ratio. The dropout rate has been highly disclosed as much as possible and in the ETP (1994), education in the nation was extremely authoritative, teacher-centered, which considered students as mere information recipients.

That is, traditional methods of teaching subjects at any level employed a lecture format of instruction in which the majority of students are passively listening to the instructor and jotting down notes in their exercise books. There are, however, arguments that challenge the supremacy of the constructivist approach over behavioral approach due to this condition the critic says the former approach is elitist suiting only fortunate students that have outstanding teachers, committed parents, and rich home environments. It is argued that disadvantaged children, lacking such resources, benefit more from more explicit instruction (Smith 1999).

In the dominant tradition, the teaching learning processes followed behaviorist perspective where the teacher takes more of a directive position disseminating information to students who are considered recipients of knowledge at their learning grade levels. Class discipline with silence, obedience,

convergent thinking has been thought as the best way to teach children (Daniel 2007). In this context, the ministry of education (MOE 2002) states that, “the long standing problems associated with the Ethiopian education system were essentially limited and inequitable access, lack of quality and relevance, and continuous decline in quality and standard”.

The teacher centered approach has dominated our learning and teaching in Ethiopia for a long time. Some writers like Long and Porter (1985), argued that one of the main reasons for low achievement by many subject learners is simply that they are not given the opportunity to practice the new instructional strategies. However, even if Cooperative Learning has been strongly recommended by scholars and researchers (Wang,1992;Kagan, 1995; McGroarty,1993 ;Yu, 1993; Yu, 1995; Wei, 1997; Chen, 1998; Tsai, 1998; Chen, 2002; Chiu, 2002 and Chen, 2005) as an effective instructional method in EFL teaching to solve the above problems, many subject teachers in the school find difficulty incorporating this instructional method in their classes due to unfamiliarity with the knowledge and techniques of Cooperative Learning, and the inappropriate grouping methods, the large class size or the learning activities adopted.

Similarly, in Ethiopian context, Wondwosen (2008) in his research finding stated that, though Ethiopian teachers guide text books invite students to do in pairs or groups in classroom as a cooperative learning, but the teachers do not implement it in the classroom. It resulted in the same way at the Gambella regional state where the research site located when the progresses of the study took place at primary schools regarding to practices and implementation of cooperative learning and its challenges were associated with multipurpose factors at the learning experiences inside different primary school.

Some of the challenges relate to the potential difficulty in carrying out Cooperative Learning in large classes, improper classroom organization, lack of necessary teaching materials, well trained teachers (Plass, 1998 & Lue, 2000) as cited in Hagose (2012). As result of uncontrolled atmosphere inside the learning classrooms the cheating of tests, quizzes, and exams among children without any question appeared to delay the successive practice of cooperative share among peers. Teachers do not pay enough attention on the active learning whether all the students take part in the learning progress or not; in that purpose the learning interactional modes as well as the unique individual’s educational need was unexpected because of the above expressed point of views in the selected areas (Ogunsaju, 1990). How does the teacher identify their strengths and weaknesses to assist them especially when

the teachers trust so much on oral evaluation for every lesson? All these have serious implications for curriculum development and implementation.

Having parental support is invaluable, and the lack of parental support can be paralyzing, when parents are not following through with their responsibilities at home, it almost has a negative impact in the learning classes (Singh, Bickley, et al., 1995). On another hand teachers' benefits those motivated them on the teaching process they missed regular salaries monthly and extra increment of salaries after awarding to new education level that indicate the government fail to take its major responsibility, (Levinson, 1997, Moser, 1997). People resist the objective of cooperative learning when the researchers conducted the studies there were visible challenges those drawing back the successive learning and teaching advancements those included teacher-monitored, collective class discussion, transmission, and individual work.

However, new research published today by the charity Contact a Family suggests that some schools are regularly making unlawful exclusions. The charity's survey of over 400 families of children with disabilities or additional needs found that 22% are illegally excluded once a week and 15% every day (for part of the day). More than 60% of the parents have been told that their child has been put on a part-time timetable – something that can be appropriate for short period of time (for instance, when a child is returning to school after an illness) but should not continue indefinitely.

While many children experiencing illegal exclusions are in mainstream schools, around 20% are in special schools. The most common reasons given for exclusion are that the school does not have enough support staff or that the child is "having a bad day". The essential and practical use of social inclusivity for realization of world's radical orders for the education for every child did not take effect change till now there was no way out to enroll innocent children with learning challenges at all corners in the regional wide. Thus, people fail at all stages while the contribution of everybody in aspects of life dignifies positive outcome since the (1994) ETP developed the right way for all of Ethiopia its citizens irrespective of cultural origin, socio-economic and political background of all nations. UNESCO has encouraged mother tongue instruction in primary education since 1953 & highlights the importance of mother tongue education right from the start: similarly, Ethiopian Education and Training Policy ETP, (1994) states "the selection of instructional language is based on the principles of pedagogical advantages, respecting the right of nations and nationalities and to preserve their culture.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter summarizes the background work of linking the identified problems to the methods necessary to solve the problem incorporating the following; research design, identification of participants, sampling techniques and samples, and data gathering instruments, procedures, ethical consideration, and data analysis techniques. Using the methodology, efforts were made to test many concepts in the field and during data analysis.

3.2. Research Designs

This study deals with the practices of cooperative learning and its challenges in primary schools of Gambella town. Descriptive survey design was used to conduct the study with qualitative and quantitative approaches. This methodology has exceptional capability to the assessment of the cooperative learning, challenges and its practices in the selected primary schools of Gambella town. By choosing the methodology the researcher was able to carefully inquiry into social or human problems in the school environment and extract relevant information from data sources to successfully answer the research questions. Data were collected through interview, focus group discussion, open-ended and close-ended questionnaire during study periods. Moreover, field observation to the study sites was invaluable input in the analysis of data.

3.3. Population and Sampling

Gambella town, where this study is carried out, is a rapidly growing regional capital with total population of 66,100 (CSA, 2018). There are seven primary schools and four secondary schools in the town. The primary focus of this study is on primary schools. The total student population in the primary schools of the town in 2018 is 9,938. Therefore, the sample for this study is drawn from student population of primary schools, teachers, principals of the schools and *Kebele* social workers in Gambella town.

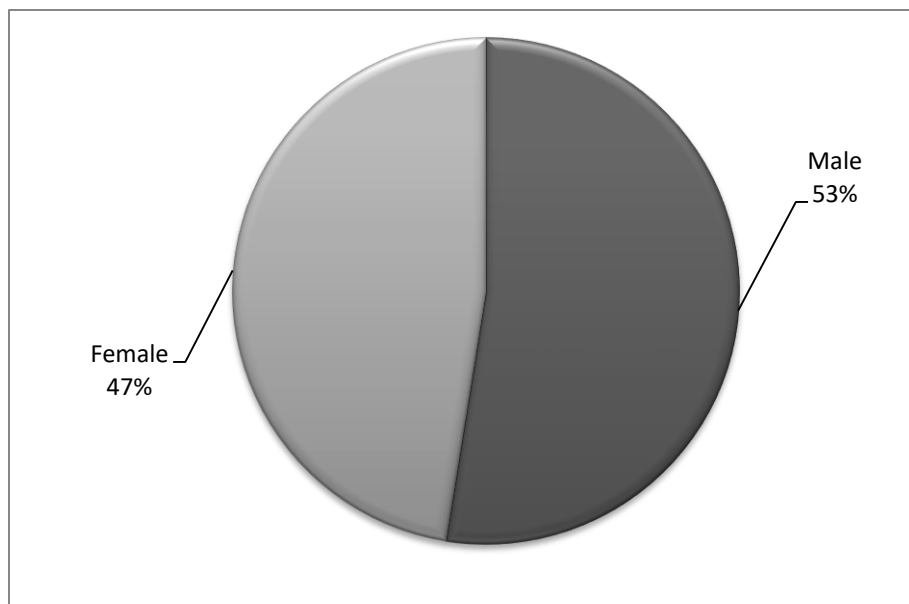
Table 1: Student Population in Primary Schools of Gambella town

SN	Primary Schools	Male	Female	Total	Percent of total
1	Wibur	896	888	1784	17.94
2	Dalkoch	1346	1005	2351	23.66
3	Changquar	877	788	1665	16.75
4	Ter kidy	196	206	402	4.05
5	Jejebe	125	129	254	2.56
6	Ras Gobena	777	656	1433	14.42
7	Elay	1003	1046	2049	20.62
Total		5,220	4,718	9,938	100.00

Source: Gambella town Education Office, (2018)

Slightly more male students are in the primary schools compared to female students in the town (Fig. 1), where the proportion is 53% to 47% respectively.

Figure 1: Proportion of Sex of the Student Population



Source: *Computed from researcher's field survey, 2018*

Respondents' qualification and experiences

Qualification and experiences of teachers, school principals and *Kebelle* social affair workers is essential to effectively execute cooperative learning. Therefore, as shown on Table 2 all the respondents have adequate experience in the teaching and leadership. Also in terms of qualification most of the respondents are graduates of universities with B.A. degree.

Table 2: Background of the respondents

SN	Type of Respondent	Fields of study	Qualification	Experiences
1	Teachers	Both local language & other fields	Diploma & above	More than 7 years
2	School principals	School leadership & management	Degree & above	More than 6 years
3	<i>Kebelle</i> social affair workers	Multi fields of study	Diploma & Degree	4 up to 5 years experiences

Source: Researcher's field survey, 2018

3.4. Sampling Technique Procedures and Samples

Out of the seven primary schools (Table 1) two schools – Dalkoch and Ras Gobena primary schools were selected for this study. These schools comprise about 38 percent of the student population of primary schools in Gambella town. The selection of the schools for this study is based on two main factors. These are; mixed student social and ethnic background and since the schools are located in different *Kebelle* administrative structures (located in *Kebelle* 01 and 02 of the town). Therefore, these factors used in the selection of the study schools make the study sites representative of the town.

Table 3: Sampling technique procedure

S N	Type of Respondents	Selected school Populations			Samples / Respondents			Sampling techniques	Tools
		M	F	T	M	F	T		
1	Students	2,123	1,661	3,784	15	13	28	Stratified	Closed-ended questionnaires
2	Teachers	69	34	113	16	5	21	Stratified	Open-ended &Closed-ended questionnaires
3	School principals (including vice principals)	3	1	4	3	1	4	Purposive	Interview
4	Kebelle social affair workers	3	2	5	3	2	5	Available	Focus group discussion

Source: Computed from researcher's field survey, 2018

The target elements having more concern about the practices of cooperative and its learning challenges at the school centers for long period are students. Hence, six students from grade 5th, eight students from grade 6th, seven students from grade 7th, and seven students from grade 8th with different ages and different sexes as well were selected for the study. All those 28 students were picked up in eight sections through stratified technique to represent the whole population in the selected sites. Then the students from each grade level were randomly selected for the study.

The concerned teachers and school principals have very important responsibility and mandate for the implementation of cooperative learning program in school environments. Therefore, 21 teachers and 4 school principals were selected from both Dalkoch and Ras Gobena primary schools. Beside, within selected *Kebelles* five social affair workers were involved in focus group discussions regarding their contribution and participation to the local communities and to students learning progresses (Table 3).

3.5. Data Gathering Instruments

3.5.1. Questionnaires

A questionnaire helps in gathering large amount of data in short period of time. Hence, the researcher employed questionnaires for respondents chosen to participate in the survey. As it seemed there was good outcome at the regional town in general as well as the selected primary schools of Gambella town. In this study both open-ended and close-ended questions were designed for teachers in different fields of studies and for students from different learning sections. The basic themes of the items were organized in quantitative and qualitative formats. Then, field data gathering period covered from March to April 2018 at the study sites. The survey, and focus group discussion were administered to the respondents by the researcher himself at the selected primary schools of Gambella town.

3.5.2 Interview

Interview involves a series of open ended questions related to problems the researcher earlier identified in this study. The open-ended natures of the questions define the topics under investigation and provide opportunities to both interviewer and interviewee to discuss some topics in more detail. The In-depth interview questionnaire was developed with intention of getting deep information than what is usually available from questionnaire surveys. Hence, checklists were used to allow respondents to express their views in their own words without restriction. The interview was made with the school principals and vice principals of the selected primary schools in April 2018 in their offices in Gambella town.

3.5.3 Focus Group Discussion

Focus group discussion is very important tool in collecting information from groups of people on diverse issues prevalent within certain community. At times consensus of the group is the better way to understand common issues than from a series of opinions of individuals. Thus suggest Cohen et al. (2000) that, focus group discussion can maximize the possibility to generate answers to the basic research questions. Therefore, to obtain in-depth information on concepts, perceptions, and ideas of the groups with regard to the challenges, benefits and overall practices of cooperative learning in the primary schools of Gambella town; the researcher organized group of 5 social affair workers from

the two *Kebelle* administrative centers (01 and 02) with careful supervision to keep them on track of what is needed to be studied.

3.6. Data collection Procedures

First of all, the researcher's major task was to identify the number of participants their age, sexes and educational background at school centers and permission from school heads. Every data gathering instruments were administered to the concerned respondents in orderly manner by the researcher. The interview and focus group discussions were conducted by applying face-to-face talking between researcher and participants in sequential orders. The open ended and close-ended questionnaires were administered to the teachers of different fields of studies and students from different learning sections at the school centers.

During the data collections, participants of the study were free and they responded based on their individual willingness. Another step carried to ascertain the consistencies and the validities of tools during the study and after the work was finished was pilot test, used to engineer how the progress would look like in the study sites, and it was conducted before actual work.

3.7. Ethical Consideration

Educational research is good enough when it acknowledges ethical aspects and the researcher has an obligation to respect the right, needs, values, and desires of the informants. This study kept important ethical issues, before the beginning and during each data collection of the study which was clearly described to those participants or individuals who participated in this study in any way and their consent was obtained.

The basic ethical issues considered in this study included; respecting the culture, tradition and language of the respondents starting from the pilot study, during focus group discussion, semi-structured interview, questionnaire and field observation study and writing up of the findings. The researcher immediately assured all participants for their full participation and identifiable contribution on the research work; without their active participation this study would not be possible. The respondents were also informed that the information they provided was only for educational purpose and confidential.

3.8. Methods of data analysis

In this study both qualitative and quantitative data analysis and interpretation methods were used. Qualitative data, which was obtained from open-ended questionnaire, field observation, key informant interviewees and focus group discussions, were analyzed by using verbal description. Information sources obtained through interview and focus group discussion generated from school principals and *Kebelle* social affair workers were qualitatively analyzed.

First, they were collected, identified, organized and compiled into a short form and categorized into different themes and finally discussed. This is very important to categorize concepts based on themes derived from the research questions (Robert, 2011).

Quantitative data, which were collected by questionnaire, were categorized, classified, tabulated, coded and entered into a computer for analysis – where SPSS version 20 was used for that purpose. It is a flexible way of description of phenomena from sets of data from the interview as well as focus group discussion and allows valid descriptions to emerge (Braun & Clarke, 2006). In this case frequency and descriptive statistical analysis were carried out through cross tabulation whereby percentage and frequencies were computed.

In the open ended questions for subject teachers regarding to the practices of cooperative learning and challenges they answered in two ways those were: - Many question items raised, the teachers' realizations on the practices and challenges responded orally and the level of their understanding measured with Likert scales that show the basic five answers those range from strongly disagree to strongly agree and other scales in between.

CHAPTER FOUR

RESULT AND DISCUSSIONS

This chapter presents the results of both quantitative and qualitative analysis of data obtained from interviews, questionnaire, FGD, and field observation in order to tackle issues raised in the specific objectives of the study. The researcher pointed out the relevant practices of cooperative learning and challenges in the given study sites. The research design largely depended upon the descriptive method, followed by both quantitative and qualitative approaches and the data analysis techniques were made in order to secure the overall objective of the study. Data interpretation has been made through computation of Likert scale of the views of the respondents and coding similar themes into a table.

4.1. Teachers' Response on practices and challenges of cooperative learning

One of the main respondents to the assessment of the practices and challenges of cooperative learning in the primary schools of Gambella are teachers from Dalkoch and Ras Gobena primary schools. Sixteen male and five female teachers were consulted. Only three of the teachers have attained degree level education, whereas eighteen of them are graduates of diploma level (10 + 3). Although they are fit to the job, the latter groups may lack certain skills to effectively carryout cooperative learning the schools (Table 4).

Table 4: Teachers sex and educational level

Sex			Educational level		
Male	Female	Total	Diploma (10 + 3)	Degree (12 + 3)	Total
16	5	21	18	3	21

Source: Researcher's field survey, 2018

Teachers have great responsibility in building a proactive role and implementing cooperative learning in the schools. This role of teachers requires them to help all students in the school sections irrespective of their gender, academic ability or physical disability. Thus, they are obliged to give

good lesson, understand their students and identify the students' learning capacity i.e., finding who is low, middle, and fast learners in the classroom. Moreover, using student centered methods they are expected to make active learning, and evaluate students' participation.

As a result of this and the low level of the implementation of cooperative learning (Table 5) teachers in the primary schools of Gambella face great problem in the learning and teaching process.

Table 5: Teachers response to the level of acceptance of cooperative learning

Scale	Students accept the implementation of cooperative learning at different sections for all subjects		There is high level of implementation of cooperative learning in the school	
	Frequency	Percent	Frequency	Percent
Strongly Agree	1	4.8	1	4.8
Agree	5	23.8	4	19.0
Undecided	7	33.3	8	38.1
Disagree	3	14.3	1	4.8
Strongly Disagree	5	23.8	7	33.3
Total	21	100.0	21	100.0

Source: Researcher's field survey, 2018

Among the several factors that hinder the practice of cooperative learning in primary schools, the most significant one is rejection from students' side. Most teachers (38%) believe that students in their respective schools were not willing to participate in cooperative learning. Hence, there is less awareness of the significance of cooperative learning from students' side. This also indicates that the level of implementation of cooperative learning is low in the primary schools of Gambella.

As indicated on Table 5 most teachers (38%) disagree or strongly disagree with the idea that there is high level of implementation of cooperative learning in the schools. In addition, the overcrowding of pupils in a class; up to one hundred and above in one section, and lack of technological devices for students with learning challenges/ impairment are mentioned by teachers as the most serious problems to practice cooperative learning in the primary schools.

Table 6: Teachers feeling towards government's action and students' failure

Scale	Teachers feeling if the regional government rejects the practices of cooperative learning in schools		Teachers feeling when students fail on practice and implementation of cooperative learning	
	Frequency	Percent	Frequency	Percent
Strongly dislike	2	9.5	6	28.6
Dislike	8	38.1	3	14.3
Neutral	4	19.0	5	23.8
Accept	1	4.8	4	19.0
Strongly Accept	6	28.6	3	14.3
Total	21	100.0	21	100.0

Source: Researcher's field survey, 2018

Teachers are unhappy when their students fail in practicing cooperative learning and do not want the regional government abandon the implementation of cooperative learning either. Thus according to (Table 6), about 47 percent of the teachers dislike or strongly dislike the idea that the regional government rejecting practices of cooperative learning in primary schools, and in the meantime about 43 percent of them are unhappy if their students fail to practice cooperative learning.

Teachers are also willing to cooperate and help regional curriculum experts to identify factors that hinder the implementation of cooperative learning. Thus, about 64 percent of the teachers are ready cooperate with regional curriculum experts (Table 7).

Table 7: Teachers response to adaptability to change

Scale	Can you help regional curriculum experts if they want to identify factors that hinder the implementation of cooperative learning?		Would you accept to change the attitude to practice cooperative learning?		
	Frequency	Percent	Scale	Frequency	Percent
No, I can't help	1	4.8	Strongly Dislike	3	14.3
May be not	5	23.8	Dislike	4	19.0
Neutral	1	4.8	Neutral	4	19.0
May be yes	6	28.6	Accept	4	19.0
Yes, I can help	8	38.1	Strongly Accept	6	28.6
Total	21	100.0		21	100.0

Source: Researcher's field survey, 2018

In the meantime, they are also ready to embrace change in attitude required to practice cooperative learning in the schools. In this regard, about 47 percent of the respondents are currently ready to embrace the change. If some sort of training is carried out to convince the neutral 19 percent, the majority of the teachers would embrace the required change to implement cooperative learning in the primary schools (Table 7).

The teachers' response on training and whether there is schedule to practice cooperative learning is impressive. About 57 percent disagree or strongly disagree that the school should give training on how to practice cooperative learning (Table 8). They suggest that such training should be given by colleges and universities.

Table 8: Training and schedule to practice cooperative learning

Scale	School should give short and long term training to practice cooperative learning		The time of practice of cooperative learning is known to everybody in the region	
	Frequency	Percent	Frequency	Percent
Strongly Agree	1	4.8	4	19.0
Agree	2	9.5	3	14.3
Undecided	6	28.6	8	38.1
Disagree	5	23.8	1	4.8
Strongly Disagree	7	33.3	5	23.8
Total	21	100.0	21	100.0

Source: Researcher's field survey, 2018

Primary schools of Gambella are full of diversity. Students of different ethnic groups, from diverse societal background and with different academic potential learn together. These diversities are not a treat to practice cooperative learning in the primary schools of Gambella as reflected by teachers in the schools. **Table 9: Teachers' response on academic and societal background**

Scale	Students with different academic potential and diversified background should not practice cooperative learning together		Factors hindering the implementation of cooperative learning have direct relations with societal life	
	Frequency	Percent	Frequency	Percent
Strongly Agree	1	4.8	1	4.8
Agree	2	9.5	3	14.3
Undecided	4	19.0	7	33.3
Disagree	9	42.9	3	14.3
Strongly Disagree	5	23.8	7	33.3
Total	21	100.0	21	100.0

Source: Researcher's field survey, 2018

Therefore, according to Table 9 the majority of the teachers (about 66 percent) responded that students with different academic potential and diversified background can practice cooperative learning together. Meanwhile, about 47 percent of them disagree or strongly disagree that societal life could hinder the implementation of cooperative learning.

Most of the respondents are uncertain about sharing ideas outside their school environment on the issue of cooperative learning. As indicated on Table 10 only about 14 percent of them agree or strongly agree on sharing their ideas outside the school environment. In the meantime, most teachers (about 66 percent) are unable to give technical support for their students during practice of cooperative learning (Table 10).

Therefore, the issue of technical support and sharing of ideas needs intervention from concerned bodies in order to strengthen cooperative learning in the primary schools of Gambella.

Table 10: Teachers' Response on technical support and cooperation

Scale	Teachers share ideas outside the school on cooperative learning		Teachers give technical support to their students during cooperative learning	
	Frequency	Percent	Frequency	Percent
Strongly Agree	2	9.5	1	4.8
Agree	1	4.8	1	4.8
Undecided	9	42.9	5	23.8
Disagree	6	28.6	2	9.5
Strongly Disagree	3	14.3	12	57.1
Total	21	100.0	21	100.0

Source: Researcher's field survey, 2018

4.2. Students Response towards the practice and implementation of cooperative learning

Students are the beneficiary of the implementation of any good educational practices and they are also victims if the intended educational strategies go wrong. For this study 28 students selected from two primary schools (grade 5 to 8) of Gambella town – Dalkoch and Ras Gobena (Table 11).

Table 11: Background of the respondents

Respondents'		
Sex	Number	Percent
Male	15	53.6
Female	13	46.4
Total	28	100.0
Grade		
5	6	21.4
6	8	28.6
7	7	25.0
8	7	25.0
Total		100.0

Source: Researcher's field survey, 2018

The students' view on cooperative learning is very bleak, as indicated on Table 12, about 86 percent say that cooperative learning cannot develop academic achievement. This indicates that there is great resistance from students' side to practice cooperative learning. It is also in accordance with the earlier view of teachers that students' resistance to the practice of cooperative learning is great impediment to the effective implementation of the learning strategy. Meanwhile, most students (64 percent) believe that socioeconomic and political culture affects the implementation of cooperative learning. The economic aspect is the greater emphasis they actually gave as an impediment to practice cooperative learning because they mentioned very large class size is attributed to poor economic condition of their schools.

Table 12: Students' view on cooperative learning and factors that hinder it

Response	Cooperative learning can develop academic achievement		Socioeconomic and political culture affect the implementation of cooperative learning	
	Frequency	Percent	Frequency	Percent
Yes	4	14.3	18	64.3
No	24	85.71	10	35.7
Total	28	100.0	28	100.0

Source: Researcher's field survey, 2018

In addition, the majority, - about 68 percent of the students, believe that their schools are not providing the necessary support as well as guidance required to implement and practice cooperative learning (Table 13). They have also mentioned loud noise while they are in group work made them to dislike group work, hence many elements of cooperative learning. Many students (about 53 percent) believe that they are getting support from the regional government, NGOs and their parents.

This indicates that students are focusing on the material assets provided to them by different organizations than that administrative support the schools provide them. In the latter case about 68 percent of the students believe that schools are not providing adequate support to practice cooperative learning (Table13).

Table 13: Students' view on support for cooperative learning

Response	The regional government, NGOs and parents support schools in cooperative learning		The school provides administrative support to practice cooperative learning	
	Frequency	Percent	Frequency	Percent
Yes	15	53.6	9	32.1
No	13	46.4	19	67.9
Total	28	100.0	28	100.0

Source: Researcher's field survey, 2018

As mentioned earlier Gambella is characterized by diverse cultural and social setup. Therefore, social interaction is a key issue to effectively practice cooperative learning. As indicated on Table

14, most students (about 61 percent) believe that they have no problem in interaction with each other and can easily participate with all students. However, as a case in point it is good to see their practice in Amharic language. The students' participation in Amharic class is balanced 50 percent of them think that there are some students who do not participate and the other 50 percent who participate during Amharic class. This indicates that there is great challenge to fully practice cooperative learning in the primary schools of Gambella as students tend to prefer some subject areas than other subjects.

Table 14: Students' response on social interaction and participation

Response	I have good social interaction with every student and easily participate with all students		There are students who do not participate in Amharic class	
	Frequency	Percent	Frequency	Percent
Yes	17	60.7	14	50.0
No	11	39.3	14	50.0
Total	28	100.0	28	100.0

Source: Researcher's field survey, 2018

A clear indication in the preference of a given subject over the other is students' preference to one native language to learn in the school as shown on Table 15.

Table 15: Students' preference to subjects for cooperative learning

Response	Prefer one native language to learning in cooperative learning in the school		English language is easy subject to practice cooperative learning	
	Frequency	Percent	Frequency	Percent
Yes	19	67.9	6	21.4
No	9	32.1	22	78.6
Total	28	100.0	28	100.0

Source: Researcher's field survey, 2018

Meanwhile, the conception that English language is easy to practice in primary schools of Gambella is not supported by the students. They believe that it is equally challenging to practice English language in the schools as the rest of the subject matter. Therefore, this indicates that there is equal

challenge for every subject matter and equal emphasis should be given to every subject to advance cooperative learning.

4.3. School Principals Response on the practices of cooperative learning

School principals have the responsibility to administer schools and check whether the learning and teaching process is going well. However, the implementation of cooperative learning requires all stakeholders – teachers, students, parents and education sector workers. Therefore, role of school principals in this regard is to check if the teachers are implementing cooperative learning and students are practicing the program. Whenever there is a gap between the two they should demand training for teachers to effectively carryout the program. The discussion made with schools' principals shows that the trainings are mostly given to school principals than that of teachers. They also told the researcher that their schools' were supplied with some basic equipment like blackboards, chalk and duster, and stationery for execution of the learning and teaching process.

In addition to short-term trainings teachers also need continuous professional development (CPD). It is a component of educational program that enhances the quality of teachers in line of practice and implementation of cooperative learning by considering the work habit on their specific way of understanding the task in which they effectively utilize in the field. However, most teachers have not got the opportunity to upgrade their academic status as they are at diploma level. In this regard the school principals agree that CPD is very essential to effectively carryout cooperative learning.

Healthy competition among teachers creates active professional life, and creates good interaction between subject teachers with their students in the sociable manner way of life. It also brings social strength or bond between teachers themselves as well as with students to share whatever is necessary for their social participation and contribute to their learning life. There is no competition among teachers and there is no a reward system at place according to the school principals.

4.4. School principals' Response on the challenges of cooperative learning

The big challenge in implementing cooperative learning is the overcrowding of students' population in all learning classrooms and all grade levels. The students in the sections make up to about one hundred and above in the primary schools covered by this study. In addition, another major challenge to practice cooperative learning in the primary schools are; lack of parents' support, and lack of motivation of teachers' on their job. Teachers are highly discouraged especially when they

get upgrading on their academic status they do not get the necessary promotion salaries, no additional increment of monthly salaries after two to three years, the good example in first semester (2018) with exception of *Ras Gobena* and *Wibur* all schools in Gambella town were closed for not being paid of monthly salaries for two months, then all teachers rose up against Education office that forced some teachers even to leave the teaching profession.

Another factor that school principals agree on which hinders the implementation of cooperative learning is the socioeconomic background of students. They said that the economic background of the students creates the very great influence up on their learning life because most of them came from poor parents whom do not afford the learning expends.

The school principals suggest as a sustainable solution that cooperative learning faces by first of all increasing the number of classrooms so that only manageable number of students can learn in a classroom. The problem of classroom could also lead some students to be out of the school in the coming years if no measure taken by concerned bodies. All types of benefits for teachers must be considered, as they are under the policy of our country especially monthly salaries need to be paid on right time and community mobilization on the program need awareness creation in wider sense.

4.5. *Kebelle* social affair workers' Response on practices of cooperative learning

According to the responses, respondents agreed that they have oral knowledge about the practice and implementation of cooperative program, as one of the respondents narrated like this:

*“all of us heard the major objective of this task as the regional and town administrative organs campaigning on it every year during the schools opening seasons. All of us know it as it almost being displayed in the social medias and on the news that other regions practice it in their schools. From our *Kebelle* last year four people were involved to participate in the program together with school principals and education officers during the primary curriculum preparations and it has been translated into local language.”*

More on that illustration, another respondent on the benefits of cooperative learning said that;

*“Yes, we believe it because it changed the former way of learning strategies; it creates the cooperative work among the diversified students in all primary schools which are under our *Kebelle* administration. Yes, we think there would be undeniable academic*

change in the learning life of our children. In our view based on the Kebelle context, we have to create direct contact with concerned bodies like school principals, unit leaders and subject teachers to create the conducive learning environment for our children to get the learning successive manner in the five primary schools two from private and three from government. From the government site it needs the newly strategical design to empower the teachers' quality, creating the contribution and equal participations of all stakeholders and policy makers must take some short and long-term experience sharing from other regions."

4.6. Kebelle social affairs workers' Response on challenges of cooperative learning

The Kebelle social affair workers think that the challenges to implement cooperative learning is shared among all stakeholders – teachers, school principals as well as the regional government's education bureau, parents and students. They said that all the stakeholders have experience in the program but they do not implement cooperative learning because of lack of understanding for all of them. For example, they outlined that parents do not directly support children, they do not want to send their children to school at early age, teachers' full commitment on the implementation of the task is low on the practices and implementation of cooperative learning in the classroom sections for lack of essential benefit and motivation. They in addition mentioned that no one creates awareness for them regarding the new technological practice for their children in the *Kebelle*, and the schools did not create awareness on the new technological practices for implementation of cooperative learning strategies.

With exceptions of *Ras Gobena* primary school, no school in the town practices cooperative learning both hearing and visually impaired students. In some primary schools of the town students with physical impairment have not been enrolled or else students with special need have not been identified. There are such students in the primary schools of Gambella town even facing problem to promote from one grade level to another. As a result, there were twenty students from primary schools who were identified from the annual report of last year repeated the classes as they did not get enough technical support. Schools usually use parent – teacher association (PTA) to solve such problems. But the schools failed to use the Kebelle and the PTA in this regard.

4.7. Discussions

In this section, the relevant sources of information mentioned in the analysis part in raw forms for the objective reality of the study were elaborated into three basic items of the research study.

- Factors those hindered the practices of implementation of cooperative learning at selected primary schools
- The teachers and students' response toward the practices of cooperative learning in the learning centers.
- The benefits of cooperative learning among students with diversified background at school environments.

In the primary schools, the study shown that there were major factors those hindered the practice of cooperative learning associated to the overcrowded number of students make classroom noisy when the teachers fail to control the students' cheating on tests, quizzes and exams. Absent of parental supports on learning progresses of their children while the initial point of learning for all human being does not take positive effect outside the relatives and neighbors of individual learners. The same is true finding at school centers where teachers' lack of motivation on their work, absence of benefits from professional line, and delaying of monthly salaries that make some teachers dropped out from their jobs the good example in first semester with accepting of *Wibur* and *Ras Gobena* primary schools all the rests were closed for two months at Gambella town.

Shortage of teaching materials in school centers were found, while the realization of international convention in ETP (1994) supports the education for all irrespective of socio-economic, political culture and individual nature. Therefore, students with different learning challenges were out of the program due to schools' ineffective use of instruction and class seating arrangements (Plass, 1998 & Lue, 2000) as cited in Hagoose (2012).

Failures to pay more attention on the learning progress of students with diversified background, uncontrolled learning environment by instruct that leads some students be above the rest without implementation of cooperative learning (Ogunsaju,1990).Group participation and contribution of students in the research finding displaying nothing on students with learning difficulties there was no single student from all types of learning challenges enrolled in those learning centers indicate the

peoples' misunderstanding on the current Ethiopia education training policy of (1994) that ratified the inclusion of all children from three age up to seven respectively.

Generally, this study has identified the following key points with regard to the level of the practice of cooperative learning in the primary schools of Gambella town.

- Rejection from students' side is the most serious challenge to practice cooperative learning in the primary schools of Gambella town.
- The overcrowding of pupils in a class; up to one hundred and above in one section makes it very difficult to practice cooperative learning.
- Lack of technological devices for students with learning challenges/ impairment are mentioned by teachers as the most serious problems to practice cooperative learning in the primary schools.
- Training on how to practice cooperative learning is found to be key to solve the low level of cooperative learning. Teachers' suggested that such training should be given by colleges and universities instead of short term training offered by Gambella Town administrative education office.
- Students can get many benefits from cooperative learning, many literatures support thus view greatly. In this study showed resistance on the practice of cooperative learning because they have faced the problem of loud noise when teachers sit them in groups. Hence, the practice of cooperative learning requires manageable class size.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In this section, the detailed reports of the study mentioned as per sources of information provided by research's respondents. Therefore, concerning this, most factors hindered the practices of implementation of cooperative learning were pointed out as follows:

5.1. Conclusion

In the light of the above findings, this study considered these key points as general conclusion. These were as follows: -The overcrowded number of students in learning sections those made most classes noisy and lead teacher fail to catch up all learning activities can be considered as a challenge. Hence, durable cheating on tests, quizzes, and exams those made learning assessment displayed nothing on student progresses. Therefore, without control from subject teachers the idea of cooperative learning and resulted nothing in learning sections. Teachers' teaching instructional medium remained unexpected as they used the oldest former on their teaching approaches that does not support the practice of cooperative learning.

Lack of job motivation on teaching progresses of teachers those led some teachers left out from their professional work and absent of monthly salaries, which happened this year, resulted in closing all government schools in the Gambella town with accepting of *Wibur* and *Ras Gobena* primary schools. Absent of inclusive learning in the realization of (1994) ETP of our country that ratified the international conventions, as right groups urged all concerned bodies for the implementation of inclusive learning and education for all irrespective of socio-economic, political, cultural origins and personal nature at all corners over the world.

Failures of parental supports those made *Kebelle* social affair workers contribute nothing on the preparation of primary curriculum and ineffective efforts they exhibited during the school opening seasons. Shortage of instructional materials for all students with different diversified background that make their participation very low on practice of cooperative learning at all grade levels.

5. 2. Recommendations

Researcher's understands on the learning progresses in selected primary school of Gambella town, there was essential efforts made for the identification of the factors hindered the challenges of cooperative learning. To this regards the Gambella town's practices in cooperative learning comparatively to the country wide the objective use of cooperative learning founded displayed no things at this region.

In the case of Gambella region where there was no one have former knowledge about the starting point of the program, while it lasted for two to three decades at the country level based on the revised documented by the researcher; it seemed still something difficult for what people did not pay smooth attention on the practices of cooperative learning.

Further, from now onward, the area in which the study has pointed in general and for the case of selected primary schools of Gambella town the researcher forwarded the following recommendations.

- ❖ Reducing number of students from one hundred and above in one learning section to be fifty or bellow that and securing the construction of other learning blocks for all grade levels.
- ❖ Make durable training to capacitate qualities of all teachers in area of cooperative learning with their respective field of qualifications.
- ❖ Pay monthly salaries in the right time including other extra services on job for the individual motivation that would reduce the number of teacher left on their professional work.
- ❖ Preparing the instructional curriculum based on the indigenous mode for the full participatory effort on their self-images and realization about the country's specific objective on the 1994 ETP.
- ❖ Make all learning centers practice the idea of inclusive education for all children regardless of wherever he/she come or his/her physical body nature.
- ❖ Introduced sharing of experience from other regions those advanced in practice and implementation of cooperative learning.
- ❖ Plan the yearly public awareness among all five *Kebelle* administrative organs for the practice and implementations of cooperative learning in wider range.

- ❖ Pay serious attention on the governments concerned bodies as they were prioritized at all structures as mandatory taker on the policy implementation line.
- ❖ Take further studies on practice of implementation of cooperative learning at Gambella town as well as at the regional scope in general.
- ❖ Make smooth relation between parents of children with all actors and sharing the democratic culture that would prepared health environment for all learners.

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learners' perceptions of Jigsaw cooperative learning technique in freshman English classes.

Appendices

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Curriculum & Instruction

Table:4.1. Background information of Respondents

		Population of Respondents							
SN	Types of Respondents	M	F	Total	grade level	Fields for teachers	Qualification for teachers	Experience for teachers	Qualification for school administrators
1	Students	15	13	28	5 th -8 th				
2	Subject teachers	16	5	21		Both local language & other fields	Diploma & above	Experienced teachers	
3	School principals	3	1	4		School leadership & Mgt	Degree & above	Experienced in school works	Degree & above
4	Kebelle social affair workers	3	2	5		Multi fields	Diploma & Degree	4 up to 5 years experiences	
	Total	37	20	58					

Source: Researcher 's field survey, 2018

Appendix-A

1. Interview Guide for School Principals

The objective of this interview is to get reliable and trustful information from the concerned bodies of the research participants and the partial fulfillment of Master's Degree in Art on the title of the Practice and Challenges of implementation of cooperative learning in Primary schools of Gambella town.

Thank you for taking the time to participate in this interview, you will remain anonymous.

Part I: Personal Profile

Sex ____ Age ____ Educational level/ grade _____

Part II: Interview with School Principals

- 1.What are the major challenges that hinder the implementation of cooperative learning in your school compounds?
- 2.Are there people among you who have participated in cooperative learning training? If yes, who trained them? Where did they take the training?
- 3.Do your schools take mandate by refreshing the mind of teachers for their readiness to fill the gap of implementations of cooperative learning?
- 4.What do you think is learning outcome at your schools as result of implementation of cooperative learning?
- 5.Do the cooperative learning challenges faced by students at school center have direct or indirect relation with their socio-economic and cultural status?
- 6.How do your schools practice the implementation of cooperative learning among students with different diversified background?
- 7.When did your schools begin the program of implementation of cooperative learning? At which level? Which subject?
- 8.What do you think could be relevant a solution for students when the practice of cooperative learning challenges them in schools at class room sections?

Appendix-B

Transcription of school principals' Interview

1.What are the major challenges that hinder the implementation of cooperative learning in your school compounds?

Ans: The big challenge is the overcrowded number of students' in all learning class room sections, lack of parents' support and teachers' motivation on the job.

2.Are there people among you who have participated in cooperative learning training? If yes, who trained them? Where did they take the training?

Ans: Yes, we take the training of cooperative learning provided to us by Gambella town administrative office of Education in Gambella town the main city of the region, Gambella Education regional Bureau and MoE in Addis Ababa the main city of Ethiopia.

3.Do your schools take mandate by refreshing the mind of teachers for their readiness to fill the gap of implementations of cooperative learning?

Ans: Almost the school together with other concerned organs supplied the teachers with refreshment course in short period of time for their mantel readiness, CPD is the component of the program that enhance the quality of teachers in line of practice and implementation of cooperative learning.

4.What do you think is learning outcome at your schools as result of implementation of cooperative learning?

Ans: It make teachers active in their professional life, follow the rule of conduct that imply the subject ethic's principle, make competition among teachers and create good interaction between subject teachers with their students in the sociable manner way of life.

5.Do the cooperative learning challenges faced by students at school center have direct or indirect relation with their socio-economic and cultural status?

Ans: Yes, the economic background of the students creates the very great influence up on their learning life because most of them came from poor parents whom do not afford the learning expends.

6. How do your schools practice the implementation of cooperative learning among students with different diversified background?

Ans: No problem here because the learning progresses are dominated by single tribe which is the Nuer with few highlanders' in Ethiopia we live in diversified cultures but the national policy supposed to deal about the local context of any ethnic group's way of life for the social, economic and cultural status being standardized by country education system.

7. When did your schools begin the program of implementation of cooperative learning? At which level? Which subject?

Ans: It is known but we heard that it begun before five to six years back at all grade levels and for all subjects without ignoring any field of learning.

8. What do you think could be relevant a solution for students when the practice of cooperative learning challenges them in schools at class room sections?

Ans: The best sustainable solution is to increase the number of learning class rooms equal to the number of students per section otherwise it will lead some students to be out of the school in the coming year if no measure taken by concerned bodies and all types of benefits for teachers must to be consider as they are under the policy of our country especially monthly salaries need to pay on right time number of learning sections must be increase and community mobilization on the program need awareness creation in wider sense.

Appendix-C

1 Focus group discussions for *Kebelle* social affair workers.

The objective of the focus group discussion is to get reliable and trustful information from the concerned bodies of the research participants and the partial fulfillment of Master's Degree in Art on the title of the Practice and Challenges of implementation of cooperative learning in Primary schools of Gambella town. Thank you for taking the time to participate in this study work, you will remain anonymous.

Part I: Personal Profile

Sex _____ Age _____ Educational level/ grade _____

Part II: Focus group discussion for *Kebelle* social affair workers.

1. What are the factors you think are the main challenges that hinder the practices and implementation of cooperative learning in primary schools which are under your *Kebelle* administrative structure?

2. Do you believe that subject teachers have background on practices and implementation of cooperative learning?

3. How many of you are from area where there is no cooperative learning? Or who never heard what cooperative is among you?

4. Do the schools aware you about using new technology in learning and teaching of cooperative learning strategies?

5. What type of cooperative learning do your children share with their hearing impaired and visually impaired classmates?

6. How many of your *Kebelle* students repeated the classes because of absent of technical supports from cooperative learning?

7. How many of you involved during the primary curriculum preparations as stakeholders for implementation of cooperative learning?

8. Do you think that practice and implementation of cooperative learning will bring an academic change in your children's life?

9. What do you think must be durable a solution for students when the practice of cooperative learning challenges them in schools?

Appendix - D

Transcription on focus group discussion for *Kebelle* social affair workers.

1.What are the factors you think are the main challenges that hinder the practices and implementation of cooperative learning in primary schools which are under your Kebele administrative structure?

Ans = The response of students is not the same because their participation is almost depending on students' nature and the teachers' quality to implement the cooperative learning is very low and it believes as major factor for failures of the program in logical manner

2.Do you believe that subject teachers have background on practices and implementation of cooperative learning?

Ans=Yes they have experience in the program another problem is no direct support from parents of the children, they don't want to send their children to school at early time, teachers' full commitment on the implementation of the task is low on the practices and implementation of cooperative learning in the class room sections.

2.How many of you are from area where there is no cooperative learning? Or who never heard what cooperative is among you?

Ans= We have an oral knowledge about the practice and implementation of cooperative program, all of us heard the major objective of this task as the regional and town administrative organs campaigning on it every year during the schools opening seasons and all of us know it as it almost being displayed in the social medias on the news and other sectors practice it in their working line especially agriculture and healthy sectors.

4.Do the schools aware you about using new technology in learning and teaching of cooperative learning strategies?

Ans =No one creates awareness for us regarding the new technological practice for our children in this Kebele.

5.What type of cooperative learning do your children share with their hearing impaired and visually impaired classmates?

Ans=With exceptions of Ras Gobena primary school no another school in the town practices the implementation of cooperative learning shares by both hearing and visually impaired students based on what we know from living area.

6.How many of your Kebele students repeated the classes because of absent of technical supports from cooperative learning?

Ans=Yes we have many students from different grade levels and in different years whom repeated their classes because of absent of technical supports under our Kebele administrative system.

7. How many of you involved during the primary curriculum preparations as stakeholders for implementation of cooperative learning?

Ans=No they use parent teachers' association to participate during the primary curriculum preparations these people are found among the community but do not involve the Kebele administrative organs and from our Kebele last year four people were involved to participate in the program together with school principals and education officers during the primary curriculum preparations and it has been translating to local language.

8. Do you think that practice and implementation of cooperative learning will bring an academic change in your children's life?

Ans=Yes we believe it because it changed the former way of learning strategies it creates the cooperative work among the diversified students in all primary schools which are under our Kebele administration and yes we think there will be undeniable academic change in the learning life of our children.

9. What do you think must be durable a solution for students when the practice of cooperative learning challenges them in schools?

Ans = In our view based on the Kebele context we have to create direct context with concerned bodies like school principals, unit leaders and subject teachers to create the conducive learning environment for our children to get the learning successive manner in the five primary schools two from private and three from government.

Appendix-E

1. Questionnaires to be filled by students

The objective of these close-ended questionnaires is to get reliable and trustful information from the concerned bodies of the research participants and the partial fulfillment of Master's Degree in Art on the title of the Practice and Challenges of implementation of cooperative learning in Primary schools of Gambella town. Thank you for taking the time to participate in this study, you will remain anonymous.

Part I: Personal Profile

Sex _____ Age ____ Educational level/ grade ____ **Part II Close ended questions**

Direction: - Respond to the questions by putting “√” (tick) mark in the box of your choice

1. Do you believe that cooperative learning can develop your academic achievements? Yes No
2. Do your schools have administrative support for practices and implementation of cooperative learning? Yes No
3. Do the regional government, NGOS and your parents supporting primary schools regarding to implementation of cooperative learning? Yes No
4. In your learning life do you think that the factors that hindered the implementation of cooperative learning related with your socio-economic and political cultures? Yes No
5. In your class rooms, have your good social interaction with female students that for equal participation on practice and implementation of cooperative learning? Yes No
6. Among you there are students who do not take Amharic subjects for practice and implementation of cooperative learning at school centers? Yes No
7. Do you think that English is an easy subject for practice of implementation of cooperative learning? Yes No

8. Based on your regional context with diversified cultural life, do you have a plan to choose one native language for implementation of cooperative learning in the long run at school centers? Yes
No

9. Have you an intentional plan to give sustainable solution for challenges that hinder the practice and implementation of cooperative learning? Yes No

Appendix-F

1. Questionnaires to be fill by subject teachers

The objective of this interview is to get reliable and trustful information from the concerned bodies of the research participants and the partial fulfillment of Master's Degree in Art on the title of the Practice and Challenges of implementation of cooperative learning in Primary schools of Gambella town.

Thank you for taking the time to participate in this study, you will remain anonymous.

Part I: Personal Profile

Sex ___ Age ____ Educational level/ grade _____

Part II: Open ended questionnaires for subject teachers.

1. What is your first task for practice and implementation of cooperative learning in primary schools?
2. In which way do you teach/ instruct students with different cultural background regarding practice and implementation of cooperative learnings?
3. As subject teacher, do you have an experience about cooperative learning from your service years?
4. How can the Deaf and blind students associate themselves with their classmates for the practice and implementation of cooperative learning?

5. What are the instructional materials available in your school for enhancement of teaching and learning strategies with cooperative learning manner at different sections?
6. What are the school environment challenge/hinder the implementation of cooperative learning?
7. Which subject do you think that it is easy for implementation of cooperative learning at school centers?
8. How many of you do not know other ethnic group languages and being challenged during practice of implementation of cooperative learning?
9. Does the newly standardized primary syllabus have a positive outcome in your regional curriculum system?
10. What kinds of sustainable solution do your schools design for factors hindering the implementation of cooperative learning?

Appendix - G

Transcription of Subject Teacher's Interview

1. What is your first task for practice and implementation of cooperative learning in primary schools? Ans=Observe/balance/ensure the skilled potential on the students' interest and then the interaction to school teachers, introducing the school regulation and students' cooperation to each other and promotion of daily games that can increase their interaction.

2. In which way do you teach/ instruct students with different cultural background regarding practice and implementation of cooperative learnings?

Ans= By using student and teacher center methods to make active learner to speak and passive to listening to teacher, respecting each other having the tolerances and evaluate students' participation on behave of those who have challenge in school and use the different cultural background moods to respect other culture's norm that make good interaction of all students with in different learning sections, using different teaching methods and pictures of teaching aid as useful material for teaching cooperative learning, self-content must be use also in the teaching process.

3. As subject teacher, do you have an experience about cooperative learning from your service years?

Ans=Yes, my experience about cooperative learning was; - psychologist the passive student from reason being a passive without former experience I should not make use on practice and implementation of cooperative teaching and learning in this school compound.

4. How can the Deaf and blind students associate themselves with their classmates for the practice and implementation of cooperative learning?

Ans= They associate themselves by looking students who have been looking them with happiness and hearing impaired students have their own learning class room where they follow their education but we do not have visually impaired students in our school compound therefore Deaf students cooperate with each other in their learning sections in the case of *Ras Gobena* primary school from *Dalkhoch* primary school one respondent said no students with disability in this school, one respondent from *Dalkhoch* primary school suggested it is difficult to combine hearing and visually impaired students together as they have different educational need but no such students in our school, introducing the associated cooperative learning with relevant advise to both hearing impaired and no- hearing students.

5. What are the instructional materials are available in your school for enhancement of teaching and learning strategies with cooperative learning manner at different sections?

Ans=The instructional materials are teaching aid: -pictures shown to students, syllabus and audiovisuals. In *Ras Gobena* primary school, we have shortage of instructional materials that should support practice and implementation of cooperative learning no resource center rooms for school, one respondent.

6. What are the school environment challenge/hinder the implementation of cooperative learning?

Ans= Overcrowding of pupils in the class up to one hundred and above in one section, lack of technological for visual impairment instructional instruments example braille and the combinations of different ethnic group students in the same sections, the less awareness of students about the cooperative learning.

7. Which subject do you think that it is easy for implementation of cooperative learning at school centers?

Ans= The easy subjects are: - special need education, aesthetic, Amharic, English, Local language, math and civic and ethical education.

8. How many of you do not know other ethnic group languages and being challenged during practice of implementation of cooperative learning?

Ans=There are forty teachers who do not know the local language and challenges during proactive of cooperative learning at school centers, one respondent from *Dalkhoch* primary school said no ethnic group challenge the teachers because it is in the current policy to every person to enjoy his/her culture so it is possible for all.

9. Does the newly standardized primary syllabus have a positive outcome in your regional curriculum system?

Ans=Yes it brings the positive outcome that enable pupils to know their mother tongue especially from grade one up to grade four it is the useable one, help different ethnic groups to know the language of indigenous people while from grade 5th up to grade 12th we use English as an instructional medium in the case of Gambella region.

10. What kinds of sustainable solution do your schools design for factors hindering the implementation of cooperative learning?

Ans= Calling pupils' guardians' to help teachers, requesting to government to construct other buildings and requisitions for provision of instructional materials to disability learners.

Appendix - H

Part III: Close ended questionnaires for subject teachers

Applying the Likert scale as showed in the table 4.2 below and specified by numbers from higher to the lowest scored one i.e 5= Strongly Agree 4= Agree 3=Neutral 2=Disagree 1=strongly disagree

S.N	Items	Scales				
		5	4	3	2	1
1	The type of cooperative learning and its implementation used is agreeable to your schools?					
2	Do you agree if your regional government rejected the practice and implementation of cooperative learning strategies?					
3	What do you feel when your students fail on practice and implementation of cooperative learning?					
4	When your regional curriculum makers have no knowledge about the factors that hindered the implementation of cooperative learning do you agree with their failure?					
5	When socio-economic and political culture influences the area of all resources regarding the implementation of cooperative learning, would you agree to change the attitudes of people?					
6	Can you agree when the regional government selects one native language for practice and implementation of cooperative learning at primary schools?					
7	Do you agree on the use of technological devices for practice and implementation of cooperative learning at all grade levels?					
8	When your school fails to refresh your mind by taking short and long-term training for practice and implementations of cooperative learning do you, agree to advise them?					
9	The beginning time of practice and implementations of cooperative learning is not known to everybody at your regional context; do you have agreeable idea?					

10	The instructional medium for practice and implementation of cooperative learning does not make changes on your students, do you agree?					
11	Do you agree the challenges of practice and implementation of cooperative learning among students is their diversified background?					
12	Have your students agree the implementation of cooperative learning at different sections with all subjects?					
13	Do you believe that factors hindering the implementation of cooperative learning have the direct relations with societal life?					
14	In your school, centers have you common share of ideas with outsider schools for implementation of cooperative learning?					
15	As you are experienced subject teachers, do you agree the academic challenges faced by your students are lack of technical supports from you?					

Declaration

I **Yiey Chuol Hoth** hereby declare that this thesis is my original work and it has not been submitted anywhere in any college or University; neither it has been presented for any degree in other University nor research conferences. All sources of material used for the study have been recognized and acknowledged.

Name: Yiey Chuol Hoth -----

Signature Date

This thesis has been submitted for examination with my approval as University advisor.

Tilahun Fanta -----

(Assistant Prof.) Signature Date