Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

The Attitude of Students towards Cooperative Learning in Secondary Schools of Gulelle Sub-city

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The Attitude of Students towards Cooperative Learning in Secondary Schools of Gulelle Sub-city.

By

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Mages Derseh

June, 2019

Declaration

I declare that this thesis is my original work and has not been presented for a degree in any University and all the source of materials used for the thesis are properly acknowledged and cited.

Declared by: Moges Derseh

Signature_____

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I confirmed that this thesis has been submitted with my approval as an academic adviser.

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ABBREVATIONS/ACRYNOMS

ETP: Education and Training policy

MoE: Ministry of Education

SDL: Self-directed Education

TESO: Teachers Education System Over whole

ABESTRACT

The purpose of the study was to assess the attitude of students towards to cooperative learning in secondary schools of (Eintoto-Amba, Kechene-Debre-Selam, Dil-Ber, and Miref) in Gulelle Sub-city, Addis Ababa City administration. The study employed a descriptive survey design and to determine the views of intermediate level students towards cooperative learning strategies. Mixed method was employed, where both selected as well as qualitative data were combined and analyzed. The unit of analysis for this study was Gulelle Sub-city as a sample schools which has four secondary schools, among which Entoto Amba, Kechene Debre Selam, Del Ber and Miraf secondary schools were sampled, while respondents were randomly selected from these secondary schools. All the closed-ended questions of the questionnaire were quantitatively described by using Statistical Package for Social Science SPSS version 21 (Actual counts, relative frequency distribution, percentages and mean scores) on the basis of response of the respondents together with descriptive statement. Data were presented in the form of mean and ± standard deviation. All inferential statistics were performed at 95% confidence level. It also used both primary and secondary data for viability-if the study which is presented using descriptive and inferential statistics MANOVA. In general, the finding of the study reveal that students have benefited much from cooperative learning method because it allows them to actively participate in their group, it helps students to improve in their academic classes, archiving better results and bring about disciplined behavior in their respective classes. However, the overall result of the study indicated that a significant proportion of the respondents reasonably benefited from the ongoing cooperative learning approaches. Conversely, the other side of the study participants confirmed that the academic results were dropped and the implication has remained doubtful whether cooperative leaning effective to students learning or not. In line with this, the educational and training policy, continuous and intensive short-term and long-term training should be offered to teacher so as to enhance their awareness and gradually shift their tendency from teacher dominated teaching-learning approach to learner focused instructional approach as cooperative learning. A further study on this point is highly recommendable.

Key Words: *Cooperative Learning, Secondary Schools, Attitude, Benefits*

Chapter One

1. Introductions

1.1. Backgrounds of the study

Teaching methods vary with the extent to which they involve the learners or with the roles the students and instructors assume during the teaching-learning process. At one end, there is a teacher dominated method which involves the most direct way of transmitting knowledge to the learners. Here learners are considered as passive listeners. What is expected from students is to absorb simply what is said by the teacher and this is often labeled as the teacher-centered method. According to Elsa and Sukie, (2016), in this method the teacher use **"chalk and talk"** or method of teaching in which the instructor is active and the students passively copy the notes in their exercise book or memorize the information from their text books. The traditional methods of teaching unfortunately have failed to ensure the quality learner.

The method of pedagogy of oppressed trends among different world which is demented method of teacher centered issues in which is only managed controlled by teachers who are holding the power and responsibility within the class of teaching learning progress. In global prospective, widespread concerns exist about the preparation for lifelong, self-directed learning (SDL) of teachers in teacher preparation programmes. Teacher training programmes equip teachers the way they teaching style which is support learners to be lifelong group lead self-directed learning. In an ever-changing world, teachers continually need to improve their professional development and must be able to create meaningful learning environments not only for themselves, but also for their pupils Elsa and Sukie, (2016).

As transcribers of the curriculum, teachers are in a particularly good position to lead students to deal with the rapidly changing teaching environment. They therefore working stay abreast of new inventions, skills and knowledge and be self-directed in their own learning, not merely waiting for formal professional development to group lead teaching initiatives is so-called cooperative learning Elsa and Sukie, (2016). Including in Ethiopia this kind of teaching and learning process was continuously has been envoys in many schools MoE, (2002). Recently, cooperative learning seems to become one of the major interactive learning strategies that attract

attention of many countries. During the cooperative learning method in upcoming of innovative and awarding to implement, it seems the prolonged views from many African countries which is the teaching learning being enhanced those students to be able to effective on their learning improving process(Isaacs's, 2008).

Hence, cooperative learning is as Pantez (1996), a student centered provided by facilitator of interact or the instructional theories and strategies in which is from medium and small team based mixed ability of students in the school. According to Rashad and Satti (2012), envisages the cooperative learning employees an active learning and effective teaching strategy which results in important pleasant learning achievements and practicably learning experiences. It is arguably that it changed the dimensions of teaching -learning process philosophy from old-style to contemporary student centered approach.

However, this method of teaching demands teachers to know how, when and why to practice in classroom instructions. This is to mean that the usefulness of cooperative learning implementation depends on teachers' knowledge and practice and students Attitude toward cooperative learning strategy. For example, Keritha (2009), result on Attitude of Students towards Cooperative Learning Methods at Knox Community College portrayed that the potential benefits of cooperative learning it is not fully accepted by all students at the institution. Due to student's fear, apprehension and past experiences many prefer to work on their own rather than within a group.

According to Alison (2010), the existing classroom environment does not support the implementation of interactive teaching methods. Traditional methods in teaching-learning were teacher-centered and often created classroom atmospheres in which learners competed with each other. The traditional model is foster competition rather than cooperative learning) method which is favored by the major students. Educators also believe that minority students might fall behind higher achieving students in this kind of learning environment, i.e., traditional models of competitive learning.

While cooperative learning has been found to be an effective pedagogical tool in a broad range of subjects, limited research explores this form of active pedagogy as it pertains to higher education, and specifically the communication field. Cooperative learning has increasingly become a popular form of active pedagogy employed in academic institutions. Cooperative

learning is a new approach which is supported by research because of its motivational effects on the learner and learning. Over the last three decades, Cooperative learning method has been widely researched and a number of studies indicate the effectiveness of using this method to improve learners' social and academic performance when working in small groups. However, many instructors and learners still have difficulties and doubts about implementing Cooperative learning productively.

Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip them altogether, but when they know that others are counting on them, they are motivated to do the work in a timely manner. Hence, the focuses of this study was assessing the attitude of students towards to cooperative learning in secondary schools of Gulelle Sub-city, Addis Ababa City Administration.

1.2. Statement of the Problem

There was several factors identified standing against the successful implementation of cooperative learning. One of such factors identified was a teacher-related problem, which is the instructional strategy adopted by teachers in secondary schools. The teachers' inability to use appropriate cooperative learning methods in the classrooms negatively affects students' ability to acquire the necessary attitudes, knowledge and skills required to produce a workforce for development of the Ethiopian nation. Application of cooperative learning to education is a universal practice as noted that cooperative learning is now utilized in secondary schools and universities throughout most of the world in every subject area and from preschool through graduate class. Cooperative Learning changed the theory of traditional methods of teaching.

Having realized this, Ministry of Education underlined the importance of implementing cooperative learning approaches in teaching at various levels to promote the development of problem-solving capacities and competencies of the students (MoE, 2002). However, Daniel (2007) portrayed in his study on the conventional teacher based approach in education, the teaching leaning process in most schools in Ethiopia has persisted to be teacher dominated. Most

classes are characterized by a situation where students are made to listen to their teachers and copy notes from the blackboard. Daniel argument out that learning by doing, problem solving, cooperative learning and group approaches are limited in the study area.

Furthermore, Derebssa (2006) also remarked that educators broadly agree there is still the availability of Ethiopian teacher dominated pedagogy, placing students in a passive role is undesirable. In similar recently study conducted by Getachew (2015), On the Anxiety, Attitude towards Mathematics and Mathematics Achievement of Tenth Grade Students at Government and Private Schools in kolfe keranio sub city of Addis Ababa, it finds out there was no significant school difference between male and female students when students in both government and privet school in study area.

In similar year research conducted by Hanna (2015), Teachers' and Students' Attitudes towards Cooperative Learning in Selected Primary Schools in Bole Sub City, Addis Ababa was not relevant and effective from student side. The reason was indicated that those students no knowledge how to be in group and the teacher during group learning is eroded the ward of instructions. What on the gap is the new curriculum changes in Ethiopia were introduced in 2003 in the ETP, with the vision of replacing the rote and passive learning approaches with active, student-focused education (MOE-TESO, 2003:2). It need further assessment within the country and see the difference and the alienations effect of cooperate learning in Addis Ababa then within the country.

Yet, there is ample evidence that teacher-dominated pedagogy is the norm in the vast majority of Ethiopian primary and secondary schools. Therefore, from the above research findings, it is possible to understand that in most schools in Ethiopia cooperative leaning is neglected though ideally the strategy is contemplated. As cooperating learning envisage which is forcing the students to use their higher-order thinking abilities, such as organizing and assessing information, and not the mere rote memorization of factual information. This need basically evaluates the student attitude towards cooperative learning in Gullele Sub city of Addis Ababa. This study expected to have an importance among the stakeholders who are in charge of implementing the new policy at grass roots level are mainly teachers and students.

The traditional methods of teaching have insufficient to teach because there is need to integrate the this methods with cooperative learning which is students centered approach use to change

teaching learning environment for the betterment of learners and their academic achievements. Educational Training Policy 1994 in Ethiopia was designed which introduced a lot of changes in the implementation of educational activities. Realizing the importance of effective teaching-learning approach in empowering the quality of Ethiopian human learning, the government of Ethiopian has decided active learning approach like cooperative learning to be one of the compulsory strategies for educational levels.

To enable students to improve their learning ability, it is necessary to implement the cooperative learning method of teaching which encourage students to communicate as effectively as possible. The majority of studies indicated that positive results in relation to achievement when using cooperative learning in comparison with traditional methods, some of these studies still argue that there is a need for further research on the practice and challenges of cooperative learning approach in different stages and curricula. To facilitate the effective implementation of the policy at this level, the education system would need to identify and address all the challenges. Since this study focuses on an examination of the learning styles and attitudes of students towards active learning methods, it is highly significant for education in general and for Ethiopia in particular.

Hence, this paper was attempted to assess the attitude of students towards to cooperative learning in secondary schools of Gulelle Sub-city. To this effect, four research questions were posed to address the problem of this study. The study aims to answer the following basic questions:

1) What is student' attitude towards cooperative learning?
2) What is the application of cooperative learning in the classroom?
3) What is the attitude students' towards cooperative learning verses traditional learning?
4) Is there any of gender difference during cooperative learning among the class?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to investigate the attitude of students towards to cooperative learning in Gulelle sub city.

1.3.2. Specific Objective

1) To evaluate the level of Student' attitude towards Cooperative Learning.

2) To evaluate the Application of Cooperative Learning in the Classroom.
3) To evaluate the Students' attitude towards Cooperative Learning Verses Traditional Learning.
4) To evaluate if there any of Gender difference during Cooperative Learning among the class.

1.4. Significance of the Study

The main objective of this study will to investigate the attitudes of students towards cooperative learning in secondary schools of Gullele sub city. So, the following will be the main contribution of the study:

- The finding of this study may assist students to understand the impact of their attitude towards cooperative learning on their motivation, social skill and academic achievement.
- The result of the study may also help teachers to understand their students' attitude and help them to guide their students during cooperative learning.
- The finding of this study may give awareness to the teachers and school principals to understand what kind of attitude their students have about cooperative learning and give some decisions about the method.
- This study may further help to give comments and recommendations for school teachers and administrators.
- This finding may be evidences and references for policy makers, planners, decision makers and researchers to have to plan, to make decisions and to make policies.
- This study may also be references for other researchers.

1.5. Scope of the Study

The study geographically delimited to Addis Ababa Gulelle Sub City, which is to investigate the attitude of students towards cooperative learning in selected secondary schools. Specifically by evaluated the level of student' perception towards cooperative learning and explore the benefit of cooperative learning for students. Besides, four government secondary schools were found in the sub city. However, for the purpose of its manageability, the study was delimited to secondary schools of Gulelle Sub-city with the assumption that their practices indicate or provide good representation of all government secondary schools of the sub city.

1.6. Operational Definitions of Terms

- **Cooperative Learning:** is a successful instructional approach where small teams of mixed ability students, (high, medium and low academic achieving students) work together to take full advantage of their individual and group learning (MoE, 2002).
- **Attitude:** the feeling of students on the implementation of cooperative learning Panitz, 1996).
- **Attitudes of Students:** students thinking, felling and behaving
- **Secondary Schools:** schools in which grade 9 and 10 students are attended

1.7. Organization of the Study

This paper contains five chapters. Chapter one covers the background of the study, statement of the problem, objectives of the study, significances of the study, scope of the study, and definitions of operational terms. Chapter two deals with relevant literature review about cooperative learning. The methodology used in this study is explained under the third chapter. Discussion and major findings of the study are presented in chapter four. Finally, summery, conclusions, and recommendations are outlined in chapter five.

Chapter Two

2. Reviews of Related Literature

2.1. Introduction

In this part, a brief review of the related literature to the major topic of the study was made. **No table of figures entries found.**These were theoretical review of cooperative learning, essential element of cooperative learning, characteristic of cooperative learning, types of cooperative learning, benefits of cooperative learning and student attitude in cooperative learning method are discussed**.**

2.2. Theoretical Review of Cooperative Learning

A survey of research and trends in cooperative academic learning reveals that the incorporation of cooperative learning into educational programs was first initiated in content areas such as social studies, science, and mathematics. However, after these innovative methods proved to be effective in educational research, the researchers in the field of academic teaching and learning turned their attention to this approach. Cooperative learning is a teaching approach in which learners of diverse abilities, talents and backgrounds work together in small groups to attain a common goal. "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" (Olsen and Kagan, 1992:8, as cited in Richards and Rodgers, 2001).

There have been many studies that have been conducted that have placed a high value on cooperative learning. Cooperative learning aims at learner-centered learning and claims to increase the level of understanding and reasoning, develop critical thinking, and increase the accuracy of long – term retention. In addition, Johnson, Johnson, and Stanne (2000) suggest that cooperative learning be absorbed in the mainstream of educational practice because it is a theoretically-based approach which has been proved to be highly effective in enhancing student learning and improving social relations compared to other non-cooperative instructional methods, and there are plenty of cooperative learning techniques available to be employed by teachers.

According to Johnsen and Monson, (2012) conceptualized cooperative learning as a new paradigm of teaching that involves creating the conditions under which students can actively discover and construct their own knowledge, having students work together cooperatively to do so as learning is a social (not an individual) process, creating personal relationships among students, developing the competencies and talents of all students, and motivating students through intrinsic goals.

To Eslamian, and Aref (2012), the term is considered as a new approach in educational practice which is a central idea to underlying student grouping involvement, which basically means that learners form a kind of mutual help group, and work interdependently to achieve a common goal of learning. Similarly, Hijazi and AI-Natour (2012) said that cooperative learning is a learning style where students group together to accomplish significant cooperative tasks. It is a learning style where students are likely to attain higher levels of achievement, to increase time on task, to build cross-ethnic friendships, to experience enhanced self-esteem, to build life-long interaction and communication skills, and to master the habits of mind (critical, creative and self-regulated) needed to function as productive members of society.

Other scholar, Knight (2009) defined cooperative learning as a learning mediated by students rather than the instructor. In cooperative learning, students work in groups to teach themselves the contents being covered. Cooperative learning also is a method that teachers can use to inject variety into their lessons, and handled effectively; it provides a setting for students to learn important social skill. Similar to this idea Johnson, Johnson & Stanine (2000) stated that in cooperative learning, the development of interpersonal skills is as important as the learning itself. The development of social skills in group work-learning is a key to high quality group work. Many cooperative learning tasks are put to students with both academic objectives and social skills objectives.

It should be remembered here that simply putting students in groups to work together is not a sufficient condition for achieving the benefits of cooperative learning, unless the instructors take steps to assure academic and responsibility heterogeneity of the small groups, the group learning is likely to be ineffective. As Cheong (20 10) said, many of the strategies of cooperative learning involve assigning roles within each small group (such as recorder, participation encourager,

summarizer) to ensure the positive interdependence of group participants and to enable students to practice different teamwork skills.

To sum up, the above definitions forwarded by the different authors shared a common ground in terms of explaining the fundamental principles of cooperative learning. Therefore, it is possible to put that common ground in the following way: cooperative learning is a successful learner focused instructional approach where small teams consisting of students with different ability (high, medium and low academic achieving students) work together to take full advantage of their individual and group learning. Moreover, it can also be conceptualized that cooperative learning is about moving from rote learning to learning how to think critically and in varying conditions. Besides, cooperative learning is a multipurpose learning style with the intention of enhancing academic achievement, encouraging individual accountability and creating an environment where learning and practicing social skills are possible. However, to be successful in setting up and having students complete group tasks within a cooperative learning framework, teachers should know, perceive positively and practice the essential elements or requirements of cooperative learning.

2.3. Essential Elements of Cooperative Learning

The meaningful implementation of cooperative learning classroom instructions involves the accommodation and practice of various essential elements. Although it is assumed that there are several methods of cooperative learning, the most commonly cited are those suggested by Johnsen and Johnson (2009). According to, Johnsen and Jonson (2009), putting students into groups does not necessarily gain a cooperative relationship. To be cooperative, to reach the full potential of the group, they suggested the following five essential elements to be carefully structured into the situation. These are positive interdependence, individual and personal accountability, face-to-face interaction, appropriate use of social skills, and group processing.

2.3.1. Positive Interdependence

Positive interdependence is the first element of cooperative learning that involves an effectively structured cooperative lesson where students develop a belief of sinking or swimming together. To ensure that students believe they "sink or swim together" and care about how much each other learns, the teacher has to structure a clear group or mutual goal, such as learn the assigned material and make sure that all members of the group learn the assigned material (Johnsen and Jonson, 2000). Positive interdependence promotes a situation in which students: 1) see that their work benefits group mates and their group mates work benefits them, and 2) work together in small groups to maximize the learning of all members by sharing their resources to provide mutual support and encouragement and to celebrate their joint success (ibid).

2.3.2. Face-to-Face Interaction

The relationship between positive interdependence and promoter interaction is linear for positive interdependence always results in Promotes: interaction. Promotes interaction may be defined as scenario where individuals are encouraging and facilitating each other's efforts to achieve, complete tasks, and produce certain outcomes in order to reach the group's goals. Although positive interdependence can take the primacy in influencing the students and groups overall outcomes, the role of face to face promoter interaction among individual students, which is fostered by the positive relations, and an adjusted psychology and social competence of students, is paramount and indispensable (Johnsen and Jonson, 2012).

To mention, students can have the possibility to influence each other's efforts in order to achieve the group's goals; they can also act in trusting and trustworthy ways; being motivated to strive for mutual benefit; and maintaining a moderate level of arousal characterized by low anxiety and stress.

2.3.3. Individual Responsibility

Individual responsibility exists when the students are held responsible by group mates for contributing his or her fair share to the group's success. It requires the group to know who needs more assistance, support, and encouragement in completing the assignment. Individual responsibility is the key to ensure the strength of all group members through cooperative learning. To elaborate, since cooperative learning demands the contribution of all group

members and enables each of them to get new insights from the other, the likelihood that individual strength become consolidated is higher. Furthermore, to ensure that each student is individually accountable to do his or her fair share of the group's work, teachers need to assess how much effort each member is contributing to the group's work, provide feedback to groups and individual students, help groups avoid redundant efforts by members, and ensure that every member is responsible for the final outcome.

2.3.4. Interpersonal and Small-Group Skills

An efficient application of individuals' social skills in group discussions enables students to effectively run their groups which in turn laid a platform for furthering their social skills. In the meantime, teachers are expected to instruct their students these skills as part of their professional duties. According to Johnson and Johnson (2009) in order to coordinate individual efforts to achieve mutual goals, students must: 1) get to know and trust each other, 2) communicate accurately and unambiguously, 3) accept and support each other, and 4) resolve conflict constructively. Besides, they further said that placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Instead, social skills must be taught to students just as purposefully and precisely as academic skills. Leadership, decision-making, trust building, communication, and conflict management skills empower students to manage both team work and last work successfully.

2.3.5. Group Processing

The final phase of the discipline of using cooperative group is structuring group processing. Effective group work is influenced by whether or not groups reflect on how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental, in achieving outcome goals (Johnson & Johnson, 1999) as cited in Wang (2007).

2.4. Cooperative Learning versus Group Learning

At this point, some teachers might argue that they had used cooperative learning in their class but the effects were not as positive as the literature demonstrated. The secret lied in the distinguishing features between cooperative learning and group learning. What were the differences between these two? In principle, cooperative learning contains the above five

elements**.** On the other hand, group learning simply put students to sit and work in groups without further assistance or careful structure to make group work become teamwork. In practice, the difference between cooperative learning and traditional group learning were illustrated in the following table.

Table 1: Difference between CL and Group Learning

Cooperative learning	Group learning
-Positive interdependence with structured goal -A clear accountability for individual's share of the group's work through role assignment & regular rotation of the assigned role -Heterogeneous ability grouping -Sharing of leadership roles -Sharing of the appointed learning task(s) -Aiming to maximize each member's learning -Maintaining good working relationship, process-oriented - Teaching of collaborative skills -Teacher observation of students interaction -Structuring of the procedures and time for the processing -Social development is as important as academic development	- no positive interdependence -no accountability for individual share of the group's work through role assignment and regular rotation of the assigned role -homogeneous ability grouping -few being appointed or put in charge of the group -each learner seldom responsible for others' learning -focusing on accomplishing the assignments -frequent neglect of good working relationship product-oriented -assuming that students already have the required skills -little, if any at all, teacher observation -rare structuring of procedures and time for the processing -emphasizes is on academic development of learners only

Source: Adapted from Johnson & Johnson, 1986

Fehling (2008) also observes that despite the fact that there seems to be similarities between cooperative learning and group work, these two concepts should be differentiated. Where as in group work the group product (example filling out a work sheet, working on a text together) is the main emphasis, the focus in cooperative learning is on learning and social process of each individual students during the students collaboration.

The other important distinction is that in traditional groups, students are asked to work with little attention paid to group functioning or interaction where as in cooperative learning, group work is carefully prepared, planned and monitored (Jacobs, 1989) cited in Seid (2012). Besides, many teachers believe that they are implementing cooperative learning when in fact they are missing its essence. Putting students in to groups to learn is not the same thing as structuring cooperation among students.

2.5. Types of Cooperative Learning Groups

According to Johnson et al. (1994), describe three types of cooperative learning groups. These are formal, informal and cooperative base groups.

1. **Formal Cooperative Learning:** It consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments. The teacher may structure any academic assignments for formal cooperative learning groups (CLGs). Formal cooperative learning group ensures that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it and integrating it in to existing conceptual structures. These CLGs are established/made for a specific task and involve students working together to achieve shared learning goals.

2. **Informal Cooperative Learning:** These are ad-hoc groups that last from a few minutes to one class period. Mostly, teachers use them during direct teaching (lectures, videos) to focus students' attention on the material they are to learn, help, set expectations as to what class will cover, ensure that students cognitively process the material that the teacher is teaching, and provide closure to an instructional session.

3. **Cooperative Base Groups:** Cooperative base groups are long-term (lasting for at least a year), heterogeneous cooperative learning groups with stable membership. Typically, cooperative base groups are heterogeneous in membership (especially in terms of achievement motivation and task orientation), and meet regularly (for example daily or biweekly). The primary purpose of the base group is for members to give each other the support, help, encouragement, assistant to be successful academically. This type of CLGs provides students with long-term committed relationships.

2.6. Phases and Roles in Implementing Cooperative Learning

According to Johnson et al. (1991) cited in Wossen (2011), in implementing cooperative learning the phases are classified into three. These are: Pre-implementation, while-implementation and post implementation phases. In these phases, students and teachers have their own roles.

2.6.1. Pre-implementation Phase

After deciding to implement cooperative learning, the biggest challenge will be planning and reading the classroom and students for cooperative learning. According to Johnson et al. (1991) cited in Wossen (2011), there are several tasks that the teacher and students must accomplish before implementing cooperative learning in classroom. From these the teacher should:

- Specify instructional objectives (academic and social) of cooperative learning- explain why she/he is using cooperative learning; describe its benefit and the results typically found from using cooperative learning.
- Determine group size and assign students to groups.
- Arrange room- the teacher should optimize the space in their classroom.
- Plan instructional materials to promote interdependence- the materials should allow each individual to contribute to the groups' success.
- Assign group roles and tasks.
- Explain criteria for success- the teacher should communicates the group work skills that will be evaluated.
- Structure positive interdependence and accountability.

To achieve this, the teacher can conduct mini-lessons on ways to respect others (praise, taking-turns) and students need to be trained in conflict resolution. Also, students have several tasks. First they can help the teacher to generate an evaluation rubric; they could possibly help to design the assessment task if the teacher is willing to let the students to participate in the capacity. In addition, they have the responsibility to ask questions if anything is unclear to them.

2.6.2. While-implementation Phase

Johnson et al. (1991) as cited in Wossen (2011), states that in this phase students have the responsibility to work together, to listen to one another, to questioning one another, to keep records of their work and progress, to produce the assessment task and to assume personal responsibility.

Also the teacher has the following responsibilities:

- ***Monitor behavior***- he/she should circulate throughout the classroom, and visiting each group
- ***Intervene if needed***- while circulating, if the teacher notices any group conflict or off task behavior, he/she should intervene.
- ***Assist with needs***- the teacher should assist groups with their needs.
- ***Praise***- students need to know if they are completing the assignment in a satisfactory manner. For this reason, the teacher should let individual students and groups know when they do something right or well.

2.6.3. Post-implementation Phase

In the post-implementation phase, Johnson et al. (1991) cited in Wossen (2011), give the following jobs for the teacher. These are:

- ***Provide closure through summarization***- here, the teacher should summarize the important points of the lesson.
- ***Evaluate students' learning***- the teacher should use a rubric to evaluate each group's assessment task. They should also be evaluated on their group work using a rubric.

- ***Reflect on what happened and give rewards for high-performing groups-*** the teacher should keep a record of what worked and why it worked each time they undertake a cooperative learning lesson. Finally, rewards will be given for the group members who achieve a better result.

In this phase, students have the responsibility to take notes when their teacher summarizes the important points of the lesson/unit. They should also motivate as they participate as group members and arrange conditions for further success in the actual implementation of cooperative learning.

2.7. Benefits of Cooperative Learning

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

- **Academic Benefit:** Researchers and education specialists endorse the view that student learning can be maximized, thus academic performance improved, by developing a sense of "it is all in the same boat together," a basic tenet of cooperative learning (Akhtar et al,2012). When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. Learners in cooperative learning groups can discuss, debate and clarify their understanding of the concepts and materials being considered during the class and can help one another master the basic facts necessary for computational procedures.

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

- **Enhance Creativity:** Johnson (1977) as cited in Johnson and Johnson (2009) stated that cooperative learning promotes creative thinking by increasing the number of ideas, quality of ideas, feelings of stimulation and enjoyment, and originality of expression in creative problem solving. It is not surprising that students are "triggered" by the ideas of others and that different perspectives cause group members to consider a larger number of alternatives. The cooperative relationship also provides a context to consider and appreciate other group members' ideas instead of ignoring (individualistic) or trying to come up with a better one (competition).

- **Psychological Benefits:** Cooperative learning helps to develop interpersonal relationships among learners. The opportunity to discuss their ideas in smaller groups and receive constructive feedback on those ideas helps to build learner self-esteem. In a whole-class format, learners are called upon to respond to a question in front of the entire class without having much time to think about their answer. Cooperative learning creates a safe, nurturing environment because solutions come from the group rather than from the individual. Errors are corrected in the group before they are presented to the class (Isaacs, 2008)

- **Social Benefit:** One of the most valuable uses of cooperative learning is to teach social and interpersonal skills. Cooperative learning teams provide a safe, intimate atmosphere where social skills are modeled by other group members. It is a place where students can practice new skills (Johnson and Jolmson, 2009). Learners in cooperative learning tend to become tolerant of diverse viewpoints, to consider others' thoughts and feelings in depth, and seek more support and clarification of other' positions (stahl, 1994). Therefore, for the desired behaviors to be happened social skills should be taught just as systematically as mathematics, social studies, or any subject.

- **Benefits for Teachers:** During cooperative learning both teachers and learners can assume responsibility for evaluating the skills and contributions of group members. While learners are engaging in group activities, teachers often collect and share information on how groups are functioning in regard to the academic and social aspects of the lesson. This information is shared with the groups during and after the lesson. Direct observation is a valuable tool for teachers who are concerned about a learner's performance in a specific area (Isaacs, 2008).

  To sum up, from the above advantages of cooperative learning discussed by different scholars, it is possible to say that both cognitive and affective growth results from cooperative learning. Moreover, cooperative learning benefits students to make higher achievement gains, higher level of self-esteem and greater motivation to learn. However, for the above explained benefits of cooperative learning to be realized, teachers need to be well acquainted with the various steps used to implement cooperative learning.

2.8. Class Activities in Cooperative Learning

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

2.8.1. Tan gram Learning

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

2.8.2. Think pair-share

This method is usually embedded within large lessons and activities. It comprises four steps. First, the teacher poses a question or problem on the class. Second, students are given time to

think by themselves. Third, students are to discuss their ideas with partner and fourth, the teacher calls on some of the students to share with whole class their own (and their partners) thinking. Often the focus is on preparatory thinking process rather than completed work projects, rewards are not a main feature of this method (Stahl, 1994)

2.8.3. Team Pair Solo (Kagan)

Team pair solo is a strategy of cooperative learning whereby students are grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own i.e. individually. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Team works a problem to completion and then splits into pairs. Pairs work a similar problem together and then split into solo students who individually work the same type of problem. This strategy builds confidence when attempting more difficult content material. It also helps students to do more things with help (mediation) than they can do alone. In general, in spite of the differences among the different cooperative learning approaches, all cooperative learning strategies intended to have students believe a high degree of responsibility for their own learning rather than perceiving learning as imposed by others.

2.8.4. Three-step Interview

This involves structured group activity with students, using interviews/listening techniques that have been modeled; one student interviews another about an announced topic; when time is up students switch roles as interviewer and interviewee. Pair then joins to form groups of four students take turns introducing their pair partners and sharing what the pair partners had to say. This structure can be used as a team builder, and also for opinion questions, predicting, evaluating, sharing book reports, etc. (Olsen & Kagan, 1992) as cited in Bayat (2004).

2.8.5. Numbered Heads Together

This structure is useful for quickly reviewing objective material in a fun way. The students in each team are numbered (each team might have four students numbered 1, 2, 3, & 4). Students coach each other on material to be mastered. Teachers pose a question and call number. Only the students with that number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence. This may be done with only one student

in the class responding (sequential form), or with all the numbers, 3's for instance, responding using an every pupil response technique such as hand signals (Stone & Kagan,1995) as cited in Bayat (2004).

2.8.6. Jigsaw Method

In this method, students are assigned to six member teams to work on academic material that has been broken down into sections (Slavin, 1994). Interdependence among students is promoted giving each student in a learning group access to information comprising only one part of a lesson. Students are then accountable to their Jigsaw group for teaching that part of the lesson to the rest of the Jigsaw group members. In addition, the students from the different groups, each having the same material to learn, meet in counterpart groups to discuss and learn their part of the lesson before attempting to teach the material to the students in their Jigsaw groups. In this way, cooperation among students occurs.

2.8.7 Group Investigation (GI)

It is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects. In this method, 21 students form their own two-to-six member groups. After choosing sub-topics from a unit that the entire class is studying, the groups break their sub-topics into individual tasks and carry out the activities that are necessary to prepare group reports. Each group then makes a presentation or display to communicate its findings to the entire class (Slavin, 1994).

2.9. Factors Affecting the Implementation of Cooperative Learning

Affect is the expression of one's inner world and attitude towards a certain thing, situation or experience. In language study, affect is one's attitude, emotion, feeling and mood. The affective factors include motivation, self-esteem, self-confidence and self-image (Zhu & Zhou, 2012). The implementation of cooperative learning may be affected by many factors; and thus mainly deals with personal, situational and other factors (Nunan, 1992).

2.9.1. Human Factors

Personal factors refer a tendency or predisposition to behave in a particular manner, factors like extremely low or high self-esteem, authoritarianism (domination), anxiety, language abilities,

absence of tolerance, negative attitude towards cooperative learning, unwillingness to speak in cooperative learning activities may seriously affect cooperative learning (Nunan, 1992). Human beings always resist something which contrast his/her previous beliefs and practice because it is not easy to refuse the familiar patterns of behavior implanted in him/her.

Teacher: Teachers' personal traits and beliefs can affect the implementation of pedagogical innovations. According to Molalign (2011), factors like teachers' belief, attitude, professional experience, motivation, training, and teachers' understanding of innovation as the factors which affect the implementation of pedagogical innovations. In addition, prabhu (1987) cited in Molalign (2011), state that "…quality of teaching in any classroom is depending on the teacher's pedagogical perception, quite apart from his/her ability and the teaching condition."

According to (Jacob,1999; Kohn, 1998 & Putnam, 1998) cited in Hennessey (2013), states a key problem with teachers' learning about cooperative learning approach is that the cooperative learning theories and terms presented to them in teacher training rarely consider the context in which the teacher is situated. The finding showed significant implications for teachers as they need to situate cooperative learning in their specific context and negotiate the various factors affecting its implementation, such as the age and behavior of the students, the size of the class, and the time.

Producing well-trained and competent teachers involves both equipping the prospective teachers with the necessary knowledge in their area of specialization and development of skills those enable them to effectively transfer their theoretical knowledge in to practice. However, when we see the traditional training of teachers in Ethiopia, the theoretical and practical aspect of training have not been well integrated. MoE (2003) as cited in Seid (2012) asserted that the practice of teacher education focused on the theoretical aspects of subject knowledge. Thus, if classroom learning is to be effective, teacher educator must be well trained and should be ready to take the responsibility.

It was considered time-consuming to teach materials in a cooperative way, although more students might have learned and retained better of the material. This might be true, especially in the beginning when cooperative was new to the teacher and to the student. Regarding this, Palmer et al. (2003) as cited in Seid (2012), mentioned that teachers who are unfamiliar with

Cooperative learning may not initially accept this style of learning because they may feel they will lose control of their classroom, or they may be unsure of the technique used or possibly even think that it is time consuming.

Students: On the other hand, students' knowledge of how cooperative learning is implemented and what is expected of them highly influence the application of cooperative learning. Darry & Terry (1993) as cited in Bethel (2011) stated that the importance of student's experience is a transformative rather than passive accumulation of knowledge. They notice that unless learners considered the implication of the ideas in their own lives and decide to the act know and believe in new ways, they are likely to adapt a passive acquaintance to the teachers' knowledge structure.

Internal factors related with psycho-social aspects which influence students learning includes: attitude, motivation (afflation and achievement), age, and previous language learning experience are common. All of these will combine to form each student's standard and the combination of individual standard will of course form the class standard. Most of the limitations came from not being able to implement the cooperative structure carefully. If the teacher just put the students into groups to learn and did not structure the positive interdependence and individual accountability, then it would not be unusual to find groups where one person did most(or all) of the work and the others signed off as if they had learned it or had done the work. Or it might be easy to have "bossy" student who didn't allow the others to take part; or other group dynamic problems that might come from not setting the ground rules for behavior and carefully crafting the group dynamics (Kagan, 1995) as cited in Liang (2002). In addition, when each group member is made responsible for a unique part of the group's task, as in Jigsaw, group investigation, and related methods, there is danger that students may learn a great deal about the portion of the task they worked on themselves but not the rest of the content.

Principal: To change teaching practice, management support is crucial (Eun & Heining-Boynton, 2007; Gusket, 2000; Loucks-Horstey, 2010) as cited in Shimeles (2012).The school principal's positive view of an innovation accomplished by practical support actions is a crucial factor in encouraging his/her staff to experiment with new ideas (Holland, 2009) cited in Shimeles (2012). The principal's support of the innovation can be realized in through protection from intrusion recognition of success, allocation of resources including time to participate (Guskey, 2000) cited

in Shimeles (2012). The school as a whole should do everything possible to facilitate cooperative learning. This may involve allocating funds on traditional equipment, ordering books in sets to allow use by small group.

Here simply understand that school principals can be considered a prominent figure in the school as far as he/she is the one who is assigned to lead all activities that go in the school environment. It is a common experience that the school principal is responsible for both the academic and administrative affairs in the school. Moreover, Mudumo (1998) as cited in Bethel (2011) concluded that for any reform to succeed us need effective school managers. School managers are supposed to provide necessary indication and continuous professional support to teachers. Teachers can only whole heartedly support reforms if they understand the need for it and know that they will be supported.

2.9.2. Non-Human Factors

Situational factors like group size, group composition (heterogeneous groups are preferred), group cohesiveness (the extent to which the members like each other), friendship, gender, age time, discipline, staffroom atmosphere, educational materials etc. may affect the normal process of cooperative learning (Nunan, 1992).

2.9.2.1. Class Size

It is not suitable to provide different experiments and group works having many students in overcrowded classroom. Sguazzing & Graam (1998) cited in Bethel (2011), states that schools in many parts of Africa are composed of large number of students. Thus, giving enough attention and meeting the need of every different student, so as to engage actively in the learning process is difficult. For this reason, teachers attempt to, retain control and teach all the students all the same times by lecturing them. What can be said here is that, for proper implementation of cooperative learning, the number of student in the class should be optimum.

2.9.2.2. The Physical Environment

A number of schools confirmed that the physical environment (class room arrangement, furniture arrangements, classroom appearance and lay out etc.) contribute a lot to promote cooperative learning. A clean and well- kept room with appropriate resource helps to establish a positive expectation towards a lesson. Adding to this, Gavteng Department of Education (1998) in Bethel (2011) stated that:

Open classroom is characterized by more active learning method including frequent use of group work ,movement of learners between areas, the use of resource centers, independent work, etc…The sitting arrangements will also be movable on which chairs will not be fixed with the ground.

2.9.2.3. Shortage of Instructional Materials

Instructional materials play a vital role by giving opportunity to the learner to learn by themselves and enhance learners' participation through active engagement activities. According to Brown (1994), the roles of instructional materials are:

- Ensure longer retention of the information gain,
- Motivate the students to pay attention to the lesson,
- Give opportunity to learn through engagement and immediate action use of all sense and muscles, and
- To help students to integrate prior experience with the pre- set varying from abstract to concrete.

However, in most instructions, lack of instructional materials like shortage of learning modules, maps, etc. account for the low implementation of cooperative learning in language classes.

2.9.2.4. The Organization of Curricular Materials

The organizations of curriculum materials (syllabus, textbooks, teachers guide and other materials) have also great impact on the implementation of cooperative learning. Most of the curriculum materials prepared is overcrowded by information or contents with actually very few activities and exercises. Pertaining this idea, Lue (2000) in Hagose (2012), explained teachers will often skip the activities and go on to the next unit because they are pressed to get through the book to cover or present all the information contained in the book. Here one can understand that this greatly reduces the creativity of learners by their own and in turn hinders the implementation of cooperative learning.

According to Wondwosen (2008), study his finding shows that the oral group lessons in the text book of grade seven fulfill almost all the criteria of cooperative learning. But, there were some problems that limit the practice of cooperative learning, like class size, desks were fixed and soon. In general, the discussion on the difficulties also imply that the instructor should pay attention to the potential barriers to group effectiveness such as lack of group maturity,

motivation losses due to perceived inequality, lack of sufficient heterogeneity, uncritically giving one's dominant response and lack of teamwork skills (Johnson & Johnson, 1999) as cited in Wang (2007).Therefore, in order to achieve the benefit of cooperative learning, it is necessary to lessen the drawback by considering the basic components of cooperative learning while implementing it.

2.10. Respondents Perception of Cooperative Learning

According to Lindsey & Norman (1977) as cited in Wossen (2011), perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Perception on the other hand describes one's ultimate experience of the world and typically involves further processing of sensory input. Many scholars consider perception as the requisite property of animate practice and they said that without perception practice would be unguided and without practice perception would serve no purpose. Animate practice requires both perception and practice and perception and practice can be described as "two sides of the coin". (http://www.en.wikipedia.org/perception).

2.10.1. Students' Perception of Cooperative Learning

Attitude plays an important role in language learning process. A learner's attitude to the learning language will impact the learner outside the classroom. The study done by Burden (2004) cited in Hagose (2012), showed that a positive attitude would motivate learners to achieve their learning goals. In English learning process, if a student is eager to learn a foreign language this positive attitude is helpful for his/her study. Many research works have been conducted on students' perception and classroom practice of cooperative learning. According to Fahad (2009), a study students' attitude and perceptions towards the effectiveness of mobile learning, the result indicates that many students believe the importance of cooperative learning to improve their retention in the teaching and learning process. Also, in his class students were effective in implementing cooperative learning activities.

Caroline et al. (2007) as cited in Fahad (2009) also conducted on "perceptions of low ability students on cooperative learning." And they state that low ability students considered cooperative learning as a powerful teaching or learning method to improve their competence in interacting with others even though there are problematic organizational and instructional issues

that have to be ironed out before students can profit fully from cooperative learning programs. In the actual implementation of cooperative learning, except in a few cases, students were effective.

In addition to the above finding, Holtfreter & Holtfreter (-) as cited in Thanh (2008), conducted a research on "Cooperative Learning Teams: perception of accounting students." In the study, majority of students felt that they were part of a team that allowed them to interact well with other students and the instructor. The students accepted their role as active learners whereas the instructor role was relatively passive. The students also accept the principle of cooperative learning as a means to enhance academic achievement, self-esteem, attitudes towards learning and developing positive relationship among others. Furthermore, in the study, students enjoyed working together and showed a strong preference towards cooperation versus working competitively or individualistically and they were effective in the actual implementation of cooperative learning.

2.10.2. Teachers' Perception of Cooperative Learning

Related to the perception of teachers' towards cooperative learning Thanh (2008), has conducted a research on the role of teachers in implementing educational innovation the case of implementing cooperative learning. The study shows that many teachers in Vietnam have a serious problem in implementing cooperative learning. This was due to their low perception towards cooperative learning. The study argues that many principles of cooperative learning are in serious conflict with the traditional perceptions of Vietnamese teachers regarding the nature of teaching and learning.

Veenman (2001) as cited in Wossen (2011), has also assessed teacher's perception and classroom practice of cooperative learning. In the study, based on pre and post course observations, a significant treatment effect was found for the four of the five basic principles regarded as essential for a lesson activity to be cooperative: except individual accountability. In addition, the course had a positive effect on the engagement rate of students in the treatment condition. The majority of teachers subscribed to cooperative learning to achieve both academic and social goals and also showed readiness to use cooperative learning in their future lessons. The researcher also observed a positive attitude of teachers working in the groups and rated the benefits of cooperative learning relative to competitive or individualistic learning quite positively and in their classroom many teachers were effective in implementing cooperative learning.

Furthermore, Tippawan (2008) has conducted short study on the perception of two Thai teachers towards cooperative learning. The study was conducted based on teachers' experience of teaching. In the study, the teacher who does not have a long experience of teaching lacks confidence in implementing cooperative learning effectively. However, the teacher who has a better experience of teaching was good in implementing cooperative learning in classroom. Therefore, his finding clearly indicated that experience by itself has its own impact on the implementation of cooperative learning. Nevertheless, both teachers accept the principle of cooperative learning for better academic achievement and interaction.

According to Wossen (2011), a study on the assessment of teachers' and students' perception and classroom practice of cooperative learning in English Foreign Language (EFL) classes. The finding shows that the majority of the students and all teachers had positive and high level of perception for most of cooperative learning tenets. However, Wossen states teachers are not giving due attention for cooperative learning activities. This indicates that the awareness of teachers towards 'instructional Activities' in implementing cooperative learning was medium. Here, Bain et al. (2009) cited in Hennessey (2013) states lack of effective use of cooperative learning by teachers may be due to teachers not having the professional pattern language required to use cooperative learning successfully. Berhanu's (2000), research which deals with the practice of cooperative learning in group work. His findings indicate that the practice of cooperative language learning is not frequent and many of the elements of the cooperative learning lessons are not well practiced. And also he concludes that many teachers and students lack the trend of working in cooperation to learn English. Veenman et al. (2000) as cited in Hennessey (2013), state that "there is limited information regarding both teachers' and pupils' perceptions of cooperative learning as an effective method of learning". In addition to the above research findings, many project works have already been conducted in abroad on teachers' perception towards cooperative learning. Almost all research works reported many teachers committed to using cooperative learning and they felt positive about the role of the method on the pupil in their classes.

2.11. Cooperative Learning in Ethiopian Context (One – to – Five Cooperative Learning)

One-to-five students' cooperative learning is an instructional strategy introduced to improve students' learning in Ethiopia (Reda & Hagos, 2015). It is organized on the basis of predefined structures and procedures. To create the network groups, students are first classified into three categories named as 'A', 'B' and 'C' on the basis of their academic achievement. The 'A' group contains students with academic achievement greater than 86 percent and the 'B' group contains students with academic achievement greater than 75 but less than 86 percent; and those students with academic achievement below 75 belong to category 'C' (Tigray Region Education Bureau, 2011).

Once students are classified into three categories, network groups composed of one student from 'A', two students from 'B' and three students from 'C' are formed. In addition to academic achievement, residential proximity and sex are also used to form the network groups. However, residential proximity and sex are used to form the network groups when the teacher fails to maintain the diversity of group members through the use of academic achievement as a criterion to establish the network groups. One-to-five students' cooperative is usually associated with cooperative learning strategy where students of different sex, academic achievement and background support each other to improve their own and others' learning (Johnson, Johnson, & Taylor, 1999). However, relating one-to-five students' network with cooperative learning strategy has been debated. One of these debates focuses on the name 'one-to-five'. That is, the meaning for the name one-to-five deviates from cooperative learning.

Literally, 'one-to-five' implies that one student – most likely the 'A' student will be given higher responsibility than others and thus the work division and responsibility among members of the network group is likely to be skewed. Consequently, some (For example, Seid & Tarekegn, 2017) recommend replacing the 'one-to-five' by five-in-one (five students in one group). Moreover, studies that compared the one-to-five students' network with cooperative learning have contended that there are similarities between students' network and cooperative learning. For example, after assessing the practice of student network, Reda and Hagos (2015) have concluded that the one-to-five student network seems to be a close version of cooperative learning not cooperative learning itself.

2.12. Roles of Students in Cooperative Learning Groups

In the world of education, many teachers have come to reframe their thinking about group work. Instead of simply throwing students into a group and assigning them a project or task to complete, the teacher goes a step further and assigns each student a role. These groups of students are working cooperatively together to accomplish a goal and learn the material, hence the educational term "cooperative learning groups."

Here are some examples of roles individual team members can play. Different groups may require somewhat different roles or combinations of roles (Johnson, et al., 1991; Millis & Cottell, 1998; Smith, 1996):

- **Group facilitator:** moderate's discussions, keeps the group on task, assures work is done by all, and makes sure all have opportunity to participate and learn.
- **Timekeeper:** monitors time and moves group along so that they complete the task in the available time, keeps area clean, assumes role of any missing group member if there is no wildcard member.
- **Recorder:** takes notes of the group's discussion and prepares a written conclusion.
- **Checker:** makes sure that all group members understand the concepts and the group's conclusions.
- **Summarizer:** restates the group's conclusions or answers.
- **Elaborator:** relates the discussion with prior concepts and knowledge.

2.13. Importance of Students' Attitude towards cooperative Methods

Researchers constantly maintain that reading instructions that emphasize active, learner-centered approaches prove to be effective. According to Ajzen and Fishbein's (1980) theory of reasoned action, "attitudes are a function of beliefs" (p. 7). Based on this theory, believing that performing a task will result in mainly positive outcomes results in taking a favorable attitude towards the task. On the other hand, mistrust of the success of performing a task will lead to taking an unfavorable attitude.

Therefore, if participants believe that, for example, cooperative methods will have a significant effect on their reading comprehension, then this method will be to their benefit. Attitudes, once

formed, can shape the way students think, understand, feel, and behave. “Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person’s actions” (Richardson, 1996, p. 102, as cited in Rimm-Kaufman & Sawyer, 2004). The evaluation of students’ attitude may provide new insights into the way these attitudes may hinder or facilitate learning.

Chapter Three

3. Research Design and Methodology

3.1. Research Design

The study was used descriptive survey method. To determine the attitude of secondary school level students towards cooperative learning strategies both qualitative and quantitative data type were used. Therefore, descriptive survey method is believed to be appropriate for this study as it consists of mainly how and why questions of the study, behavioral real events which are not possible to control and contemporary and complex social phenomenon whose boundary is not clear (Crewswell, 2012). Besides, Gabrielian, et, al. (2008) it stated that on descriptive survey method as an overall approach for its ability to incorporate different methods and techniques in the collection and analysis of data that focuses on the assessments of the student's attitude towards cooperative learning strategies.

3.2. The Study Area

The study was conducted at four secondary schools in Gulelle Sub-city. These were, Entoto Amba, Kechene Debere Selam, Dil- Ber and Miraf Secondary Schools.

1. Entoto Amba Secondary School is found in Woreda' 1, Gulelle Sub-city and located around Shiro Meda. The school have a total of 1896 students (Grade nine 1054 and Grade ten 842 students).
2. Kechene Debere Selam Secondary Schools is found in Woreda 5, Gulelle Sub-city and located around Kechene Medehaniyalem. The school have a total of 1311 students (Grade nine 678 and Grade ten 633 students).
3. Del Ber Secondary School is found in Woreda 7, Gulelle Sub-city and located around Semen Mezegaja and Addisu Gebeya. The school have a total of 1505 students (Grade nine 798 and Grade ten 707 students).
4. Miraf Secondary School is found in Woreda 10, Gulelle Sub-city and located around Shegole. The school have a total of 875 students (Grade nine 414 and Grade ten 461 students).

3.3. Target Population, Sample Size and Sampling Techniques

The study of the total population is not possible and it is also impracticable. The practical constraints are: cost, time and other factors that are usually operative in the situation stand in the way of studying the total population (Singh, 2006). There are several alternative ways of taking a sample. The major alternative sampling plans may be grouped into probability techniques and non-probability techniques. In probability sampling every element in the population has a known non zero probability of selection. For this study systematic random sampling was employed. The systematic random is the best-known probability sample, in which each member of the population has an equal probability of being selected.

As the Target populations was obtained from Gulelle Sub-city Educational Office, 2944 grade 9 and 2643 grade 10, totally 5587 students were attended in 2011 E.C of which (2497 male and 3090 female respectively). The study used cluster sampling techniques during selections of secondary school. After having a list of students from each secondary school, the researcher was used Rule of Thumb (Cohen, 1988) and take 10% or 558 samples from the total population (5587 secondary school students) based on each school and grade level.

Cluster 1	9th	1054	105			
Entoto Amba S.S	10th	842	84	189		
Cluster 2	9th	678	68			
Kechene Debre Selam S.S	10th	633	63	131		
Cluster 3	9th	798	80		5587	558
Dil Ber S.S	10th	707	71	151		
Cluster 4	9th	414	41			
Miraf S.S	10th	461	46	87		

3.4. Sources of Data

Both primary and secondary data sources of were used to gather pertinent data for the study. Primary data were gathered from main subjects of the study (i.e. grade 9 and grade 10 students) through closed ended Likert scale questionnaires and the items were adapted from Wichadee's (2005) survey. Furthermore, information's were also secured from secondary sources that were grade report, manuals, school based documents and the like.

3.5. Data Collection Instruments

Questionnaire and observation checklist were employed to collect data from the respondents. The response formats for the items in the questionnaire were agreement scales. Accordingly, 1 (strongly disagree); 2 (disagree); 3 (neutral); 4 (agree); and 5 (strongly agree). Qualitative data for this study were collected through observations. Classroom observation served as a useful tool for looking into the situations in the classrooms as the study was being conducted. Generally, the observations were made in classrooms where the researcher kept a diary for recording observation. In order to provide the researcher with a clear picture of the students' participation when they involve in cooperative learning activities, the classroom observations proved helpful. The researcher was able to examine and investigate the reality in the classroom as to how students participated when cooperative learning method was implemented. Observational evidence is often useful in providing information about a topic like the implementations of cooperative learning (MoE, 2003) standard check list. Some relevant behavior or environmental learning activity was available for observations that serve as a source of evidence in the study.

3.5. Methods of Data Analysis

The researcher was using both qualitative and quantitative descriptive analyses in this study. Then the researcher first tallied, coded, structured, organized and systematically framed the raw data collected from the field using tables. Besides, the data was organized in a spread sheet and subsequent separate cross-checking was done. The quantitative data was organized and analyzed using SPSS version 21 and all the closed-ended questions of the questionnaire were quantitatively described by using Statistical Package for Social Science SPSS (actual counts, relative frequency distribution, percentages, mean scores and standard deviation). Besides, all inferential statistics were performed at 95% confidence level.

Chapter Four

4. Data analysis, Interpretations and Presentations

4.1. Demographics of Respondents

Table 2: Demographics of Respondents

Demo		Frequency	Percentage
Gender	Male	258	45.3
	Female	300	54.7
	Total	558	100
Grade	9	294	52.6
	10	264	47.3
	Total	558	100.0

	N	Minimum	maximum	Mean	Standard deviations
Age	558	14.00	19.00	16.4909	1.08995

****Source:** Survey Data, 2019

From above table 1 regarding to genders of participant 258(45.3 %) of the respondents are male the rest of 300(54.7%) are female respondents which 294 (52.6%) are from grade nine and the rest of 264(47.3%) of the respondents are from grade ten. The above data indicates that female students attending at secondary schools were reasonably significant comparing to the previous trend. But, the proportions of female students in the sample schools were slightly higher to that of male counterparts. This could be an indicator of good participation rate of female students and gender equality was also observed in secondary schools.

Average respondents age is 16 years old at the standard deviations of 1.0899 which by implication shows that those students were pretty mature to understand the role of cooperative learning in their school in observational learning. In line with this, Ponticell, (2006) stated that

(1) the individual pays attention to a particular behavior which attracts his or her interest; (2) he/she encodes the information to retain it in the memory and to retrieve it later; (3) he/she performs the behavior with a certain degree of accuracy; and (4) he/she repeats the behavior with an optimum level of perfection.

4.2. Descriptive Statistics on the Attitude of Students towards Cooperative Learning

Table 3: Descriptive Statistics Social Benefited from cooperate learning

Item	N	Mean	Std. Deviation
1. I willingly participate in cooperative learning activities.	558	3.7273	1.05717
2. When I work with other students I achieve more than when I work alone.	558	4.2000	1.08196
3. Cooperative learning can improve my attitude towards work.	558	3.9636	1.06596
4. Cooperative learning helps me to socialize more.	558	3.9091	.96304
5. Cooperative learning enhances good working relationships among students.	558	4.0455	1.06130
6. Cooperative learning enhances class participation.	558	3.8909	1.21418
Δ Grand Mean	558	3.9561	1.05717

****Source:** Survey Data, 2019

As shown in the above Table of item 1, respondents were asked to rate their agreement level on" I willingly participate in cooperative learning activities" Accordingly, the result indicated to the average mean difference of 3.7273 in likely hood standard deviations variance of 1.05717. When I work with other students, I can perform and achieved better comparing to performing alone. This is supported by the average mean difference of 4.2000 in likely hood standard deviations variance of 1.08196 respectively. Besides, cooperative learning can improve my attitude towards

work indicated to the average mean difference of 3.9636in likely hood standard deviations variance of 1.06596.

Cooperative learning helps me to socialize more indicated to the average mean difference of 3.909 in likely hood standard deviations variance of 1.96304, Cooperative learning enhances good working relationships among students indicated in the average mean difference of 4.0455 in likely hood standard deviations variance of 1.06130 and Cooperative learning enhances class participation and the average mean difference of 3.8909in likely hood standard deviations variance of 1.21418. Which is the result on result in Descriptive Statistics towards Social Benefited from cooperate learning is medium level of attitudes indicated in the Grand Mean difference of 3.9561 by differences of ± typical deviances of 1.05717.

According to the study, the social benefit obtained from cooperate learning influence student activity and innovations contribute to personality and behavioral changes in respect of social aspects and mental processes of student. These aspects or processes includes, task preference, relationships with models, social support and punishment contingencies, individual values for ethical conduct, shared standards, self-governing capabilities, individual and joint goals, and the relative importance of a particular duty.

The benefits obtained from cooperative learning were it can provide for the individual's sociability to create hope for students who suffer from alienation in the school setting. The finding of the study indicates that students who participate in cooperative learning were experienced liking of their school, their classes, and their classmates more than those in a traditional setting. Besides, students exhibit a feeling of belongingness and of being liked by their classmates. Students also indicate a higher self-esteem and ideology about one's self when involved in this learning method (Johnson & Johnson, 1994).

Social benefits of cooperative learning were CL seen as different from performance; learning refers to the acquisition of new behaviors. Direct or vicarious reinforcement and punishment influence performance, but not learning. Performing the learned activity is functions of incentives in the environment, the comparative evaluation of the behavior personally and by others, and the degree to which people see the activity as pleasing, important or beneficial.

Table 4: Descriptive Statistics of cooperative leaning towards Academic benefit

Item	N	Mean	Std. Deviation
1. When I learn in a group, I get the grade what I deserve	558	3.6182	1.29913
2. When I learn in a group, there are opportunities to express my opinions	558	3.7909	1.15810
3. My group members benefit me to communicate and get tutor from class mate	558	3.8091	1.16127
4. I help my group members with what I am good at.	558	3.9000	1.13291
5. I have to work with other students who are not as smart as I am.	558	3.6091	1.36197
6. I am forced to work with students I to have better academic achievement	558	4.1455	1.21788
Δ Grand Mean = 3.8121			

Source: Survey Data, 2019

As shown from the above Table, the descriptive statistics of cooperative learning towards academic benefits. When I learn in a group, I get the grade what I deserve and this was indicated to the average mean difference of 3.6182 in likely hood standard deviations variance of 1.29913, When I learn in a group, there are opportunities to express my opinions and indicated to the average mean difference of 3.7909 in likely hood standard deviations variance of 1.15810, My group members benefit me to communicate and get tutor from classmates and indicated to the average mean difference of 3.8091in likely hood standard deviations variance of 1.16127, I help my group members with what I am good at indicated to the average mean difference of 3.9000 in likely hood standard deviations variance of 1.13291, I have to work with other students who are not as smart as I am indicated to the average mean difference of 3.6091 in likely hood standard deviations variance of 1.36197 is significantly illustrated.

I am forced to work with students, I to have better academic achievement and indicated to the average mean difference of 4.1455 in likely hood standard deviations variance of 1.21788 is predicted highly response. The study result indicated that cooperative learning on academic

benefits for education from respondent's view, students learning can be maximized to Grand Mean of = 3.812, thus, academic performance improved by developing a sense of it is all in the same boat together for basic tenet of cooperative learning for their academic enhancement.

When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. Learners in cooperative learning groups can discuss debate and clarify their understanding of the concepts and materials being considered during the class and can help one another and master the basic facts necessary for computational procedures. Akhtar et al (2012) proved that the intent of cooperative work groups is to enhance the academic achievement of students by providing them with increased opportunity for discussion, for learning from each other, and for encouraging each other to examinations.

The observation with student activities was also carried out during cooperative learning activities. The class was divided into five students under each group. The groups of students were assigned by the teacher heterogeneously. The students were grouped based on students' abilities and education levels. As the data showed in the table above, about 3.4 mean response of the class respondent attitude is seemed interested in group activities in the given lesson. However, they did not look free enough to participate in group activities and they did not show initiation to do the tasks by themselves, by far. Again even if significant number of students were ready to involve in their own group, a larger number of respondents misbehaved in the classroom. With regard to the members with a single group who should be nominated were not there at all except the presenter.

However, during the observations in the classroom, while the lesson was going on, I have observed that most of the students' chairs and tables were not suitable for implementing such a method. In the informal discussions, students with disabilities also informed me that they understand well while they learn individually. According to the above point of view instructors or teachers should see assessment as a continuous and interactive process that measures the achievement of the learner, the quality of the learning experience and courseware. The feedback created by the assessment process serves as a direct foundation for further development.

The activities of the teacher in the class-room stand central and observational data collected in the class-room provide the grounds for analysis, reflection and self-evaluation. Reflection and self-evaluation on teachers' seen as about their class-room practice is viewed a means to enhance

their authority thinking and problem-solving. Such reflection and self-evaluation is also considered necessary to bridge the gap between espoused theories and actual practice.

The most obvious way of determining whether a system of any sort is working is to observe the system in action. This is just as true of instructional systems such as courses, curricula and educational packages as it is of other systems, and can generally be carried out through class-room observation. Such observation can be direct and immediate, carried out at the time and can provide invaluable feedback on whether the course, curriculum or package is working in the way its designers intended, and also in identifying areas where some improvement might be made.

From my observations it clearly from feedback of teaching staffs who are involved in teaching a course or curriculum or in using an educational package in one of the key sources of information on its effectiveness. Such feedback can be obtained in a manner similar to feedback from students. Thus, if a teacher is evaluating his or her own course, module, package, etc., the teacher's own experience and the experience of colleagues should pay an important role in informing the evaluation process. Teachers assess what their students have learned and how the students have achieved their instructional aims, at the same time, teachers assess their own and other teachers' work and the activities in the school is not as expected which are low implementations.

Table 5: Descriptive Statistics of cooperative leaning towards Enhance Creativity

Item	N	Mean	Std. Deviation
1. Creativity is facilitated in the group setting.	558	3.7000	1.17739
2. Group activities make the learning experience easier.	558	3.9455	1.08227
3. I learn to work with students who are different from me.	558	3.9182	1.11809
4. I enjoy the material more when I work with other students.	558	3.8727	1.07609
5. My work is better organized when I am in a group.	558	3.8273	1.15623
6. I prefer that my teachers use more group activities / assignments	558	3.9000	1.29891
Grand Mean = 3.8606			

Source: Survey Data, 2019

From above Table 5 result from descriptive statistics of cooperative leaning towards enhance creativity. Creativity is facilitated in the group setting indicated to the average mean difference of 3.7000 in likely hood standard deviations variance of 1.17739, Group activities make the learning experience easier indicated to the average mean difference of 3.9455 in likely hood standard deviations variance of 1.08227, I learn to work with students who are different from me indicated to the average mean difference of 3.9182 in likely hood standard deviations variance of 1.11809 and I enjoy the material more when I work with other students indicated to the average mean difference of 3.8727 in likely hood standard deviations variance of being enumerated.

My work is better organized when I am in a group indicated to the average mean difference of 3.8273 in likely hood standard deviations variance of 1.15623 and I prefer that my teachers use

more group activities / assignments indicated to the average mean difference of 3.900 in likely hood standard deviations variance of 1.29891 is relatively consistence.

From the finding it also indicates that cooperative learning can be an effective creativity tool believed by majority students Grand Mean of 3.8606differences cooperative learning, when it used in this setting, has been reported to increase creativity and innovations in the classroom. Cooperative learning explains way to meet the needs of creative students in a world filled with diversity. Regardless which of the many successful methods used, several benefits can be gained from a cooperative learning environment. The range of benefits can be divided into three different categories which is stated that cooperative learning promotes creative thinking by increasing the number of ideas, quality of ideas, feelings of stimulation and enjoyment, and originality of expression in creative problem solving.

It is not surprising that students are "triggered" by the ideas of others and that different perspectives cause group members to consider a larger number of alternatives. The cooperative relationship also provides a context to consider and appreciate other group members' ideas instead of ignoring (individualistic) or trying to come up with a better one (competition).

As indicated in the classroom observation made, the teachers introduced the topics in all cases, while learning objectives were not clarified. That means, the students were not informed what they would be able to do after the lesson.

When it comes to whether the teachers discuss the rules and procedures before starting the lesson, the majority of the student did not discuss also were not insignificant. After the teacher has confirmed students to engage on assigned tasks, the teachers felt to do the activities listed in left out the classroom and wondering what was going on outside.

As a result, the react in constructively by the students' responses and give appropriate feedback based on the students' responses is positive. This implies that the role of the teachers in doing the most common activities while cooperative learning going on is significantly limited.

Table 6: Descriptive Statistics of cooperative leaning towards Psychological benefit

Item	N	Mean	Std. Deviation
1. I enjoy the class more when I work with other students.	558	3.8909	1.01679
2. When I work in a group, my work habits improve and impressed during the class	588	3.8909	1.06095
3. When I work in a group, I do have better motivations in quality learning in the class	588	4.0273	1.07907
4. The work load is usually less when I work with other students	588	4.0636	1.15954
5. I feel working in groups is a waste of time. *(I do not feel working in groups is a waste of time.)	588	2.6273	1.44539
6. My grades improve when I work with other students.	588	3.9364	1.11106
Grand Mean = 3.7394			

Source: Survey Data, 2019

As indicated from the above Table and results from descriptive statistics of cooperative leaning towards psychological benefits. I enjoy the class more when I work with other students indicated to the average mean difference of 3.8909 in likely hood standard deviations variance of 1.01679, When I work in a group, my work habits improve and impressed during the class indicated to the average mean difference of 3.8909 in likely hood standard deviations variance of 1.06095, When I work in a group, I do have better motivations in quality learning in the class indicated to the average mean difference of 4.0273 in likely hood standard deviations variance of 1.07907, The work load is usually less when I work with other students indicated to the average mean difference of 4.0636 in likely hood standard deviations variance of 1.15954 is regimented.

I feel working in groups is a waste of time. *(I do not feel working in groups is a waste of time.)Indicated to the average mean difference of 2.6273 in likely hood standard deviations variance of1.44539 and my grades improve when I work with other students indicated to the average mean difference of 3.9364 in likely hood standard deviations variance of 1.111 is

activated. On the other hand, the majority of the students Grand Mean of 3.7394 do find a cooperative learning method towards Psychological benefit seen from number student response in the above table is relatively medium attitude.

Psychological benefits are those that improve the psychological health and personal impression of oneself. The intellectual benefits are probably the best studied and documented. Numerous studies document an increase in student achievement as a result of cooperative. Researchers also claim the improvement of student attitudes when exposed to this type of learning environment.

Students, during cooperation, are required to look more closely and discuss issues. This leads to improved critical thinking skills, creative problem solving, and an increase in the usage of high order thinking skills. Cooperative learning provides an opportunity, especially for students who may not be as advanced, to improve basic educational skills and oral language proficiency (Cohen, 1994). Cooperative learning also provides an opportunity to help teachers address and conquer classroom management issue. This method allows teachers to manage instruction for a wide range of learning abilities with a single activity.

4.3. The Role of Gender difference Changing Student Attitude in Cooperative Learning

Table 7: MANOVA

		Sum of Squares	Df	Mean Square	F	Sig
Between People		317.176	109	2.910		
Within People	Between male	553.697	545	1.016		
	Female	4.303	5	.861	34.847	.517
	Total	558.000	550	1.015		
Total		875.176	659	1.328		

P≥**0.000 at level of significance**

****Source:** Survey Data, 2019

The result shows that from above table 7, The F-ratio found in the MANOVA table measures the probability of chance departure from a straight line. The significance value is 0.51 which is less than 0.05 thus the model is statistically no significance difference which is no gender difference changing student attitude in cooperatively learning. The F critical at 5% level of significance was 0.00. Since F calculated is greater than the F critical (value = 34.847), this shows that the overall model was extremely significant.

4.4. Student Attitude towards Cooperative Learning Comparative Adobes by the School Overall Grade Result

Table 8 ANOVA

		Sum of Squares	df	Mean Square	F	Sig
Between variable		222.509	109	2.041	27.904	.000
Within	Between variable	166.048	5	33.210		
	Average student result	648.618	545	1.190		
	Total	814.667	550	1.481		
Total		1037.176	659	1.574		

≥0.000 at level of significance

****Source:** Survey Data, 2019

From above result on with the first attitude measuring statement a relatively closer number/ percent of respondents reflected their responses in strongly agree Mean Square 33.210 variations than the average school result indicated Mean Square1.190 is lower which has significantly shows the difference is appropriated. Hence, the result attitude measuring statement "Using cooperative learning method benefits by students with their academic result show low improvement in their academic performance.

In general, according to the respondents, it can be said that students have benefited much from cooperative learning method by participating actively in their group, participating and improving

in their academic classes, learning better and behaving disciplined in their class. However, the overall result found from the form their academic report indicated that they generally did not benefit from cooperative learning. From these extreme points of results, the implication is remained doubtful on whether cooperative leaning by students learning effective or not. A further study on this point is recommendable.

The majority of the students strongly disagreed with the positive aspect of a cooperative learning method. For example, most of respondents agreed that they sit in classrooms during cooperative learning sessions only because they had no other choice and the method over favors high achiever (mostly assigned as a leader) students. As a result, they were of opinion that the student is assumed as better than the other and he/she gets more chances in doing activities, presenting group results etc. but academic result is not.

Overall, students seemed to have primarily positive opinions with respect to cooperative learning activities. This was true for all instructional settings. Results for attitude by student indicated that there was significant difference in the attitudes toward the group activities in the and grade result in school setting. Results for the achievement hypotheses indicated a statistical difference in achievement and result has statistical difference which is also identified between their attitude and grade report is shows big deference instead.

4.5. Results of Class room observation

In order to see what is going on in the classrooms, observation was also conducted using the check list prepared for the purpose. The following tables are the summary of classroom observation that shows the observation activities and classroom conditions conducted in four secondary schools (two observations in each secondary school).

Table 9 Distribution of students in their activities in class room

No	Activities of the students	Yes		No		Total	
		F	%	F	%	F	%
1.1.	The students were active in the lesson	7	87.5	1	12.5	8	100
1.2.	The students were freely participating in the activities	2	25	6	75	8	100
1.3.	The students were doing task assignments in subject by their own initiations	1	12.5	7	87.5	8	100
1.4.	The students were misbehaving in the classroom	7	87.5	1	12.5	8	100
1.5.	The students were ready to do in their group	5	62.5	3	37.5	8	100
1.6.	Group contains all the members						
1.6.1.	The group has time keeper	-	-	8	100	8	100
1.6.2.	The group has resource manager	-	-	8	100	8	100
1.6.3.	The group has scribe	-	-	8	100	8	100
1.6.4.	The group has facilitator	-	-	8	100	8	100
1.6.5.	The group has presenter	8	100	-	-	8	100

The observation with student activities was also carried out. During cooperative learning activities, the class was divided into five students under each group. The groups of students were assigned by the teacher heterogeneously. The students were grouped based on students' abilities and education levels. As the data showed in the table above, about 87.5% of the class seemed interested in group activities in the given lesson. However, they did not look free enough to participate in group activities and they did not show initiation to do the tasks by themselves, by far. Again even if significant number of students were ready to involve in their own group, a larger number of respondents misbehaved in the classroom. With regard to the members with a single group who should be nominated were not there at all except the presenter. In addition, during the observations in the classroom while the lesson was going on, I have observed that most of the students' chairs and tables were not suitable for implementing such a method. In the informal discussions, students with disabilities also informed me that they understand well while they learn individually.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The study summaries to investigate the attitude of students towards cooperative learning in secondary schools of Gulelle Sub-city, Addis Ababa City Administration. Based on the demographics of respondents 258 (44.3%) of the respondents are males the rest of 300(54.7%) were females. Besides, respondents 294 (52.6%) were from grade nine and the rest of 264 (47.3%) of the respondents were from grade ten. Average respondent age was 16 years old at the standard deviations of 1.0899 which by implication indicated that those students were found pretty mature to understand the role of cooperative learning in their school

From study result on descriptive statistics, the social benefits obtained from cooperative learning: I willingly participate in cooperative learning activities indicated to the average mean difference of 3.7273 in likely hood standard deviations variance of 1.05717. When I work with other students I achieve more than when I work alone indicated to the average mean difference of 4.2000 in likely hood standard deviations variance of 1.08196. Cooperative learning can improve my attitude towards work indicated to the average mean difference of 3.9636 in likely hood standard deviations variance of 1.06596.

Cooperative learning helps me to socialize more indicated to the average mean difference of 3.909 in likely hood standard deviations variance of 1.96304, Cooperative learning enhances good working relationships among students indicated in the average mean difference of 4.0455 in likely hood standard deviations variance of 1.06130 and Cooperative learning enhances class participation the average mean difference of 3.8909 in likely hood standard deviations variance of 1.21418. which is the result on result in Descriptive Statistics towards Social Benefited from cooperate learning is medium level of attitudes indicated in the Grand Mean difference of 3.9561 by differences of ± typical deviances of 1.05717.

According to study Social Benefited from cooperate learning influence student activity and innovations contribute to personality and behavioral changes in respect of social aspects and mental processes of student. These aspects or processes include namely task preference,

relationships with models, social support and punishment contingencies, individual values for ethical conduct, shared standards, self-governing capabilities, individual and joint goals, and the relative importance of a particular duty. The benefits cooperative learning can provide for the individual's sociability to create hope for students who suffer from alienation in the school setting. Research indicates that students who participate in cooperative were learning experiences like their school, their classes, and their classmates more than those in a traditional setting.

Result from the descriptive statistics of cooperative leaning towards academic benefits: When I learn in a group, I get the grade what I deserve indicated to the average mean difference of 3.6182 in likely hood standard deviations variance of 1.29913, When I learn in a group, there are opportunities to express my opinions indicated to the average mean difference of 3.7909 in likely hood standard deviations variance of 1.15810, My group members benefit me to communicate and get tutor from class mate indicated to the average mean difference of 3.8091 in likely hood standard deviations variance of 1.16127, I help my group members with what I am good at indicated to the average mean difference of 3.9000 in likely hood standard deviations variance of 1.13291, I have to work with other students who are not as smart as I am indicated to the average mean difference of 3.6091 in likely hood standard deviations variance of 1.36197 is significantly illustrated.

I am forced to work with students I to have better academic achievement indicated to the average mean difference of 4.1455 in likely hood standard deviations variance of 1.21788 is predicted highly response. The study result cooperatively learning on academic benefited for education from respondent's view that student learning can be maximized to Grand Mean of = 3.812, thus academic performance improved, by developing a sense of it is all in the same boat together for basic tenet of cooperative learning for their academic enhancement.

When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. Learners in cooperative learning groups can discuss, debate and clarify their understanding of the concepts and materials being considered during the class and can help one another master the basic facts necessary for computational procedures. The observation with student activities was also carried out during cooperative learning activities; the class was divided into five students under each group. The groups of students were assigned by the teacher heterogeneously.

The students were grouped based on students' abilities and education levels. As the data showed in the table above, about 3.4 mean response of the class respondent attitude is seemed interested in group activities in the given lesson. However, they did not look free enough to participate in group activities and they did not show initiation to do the tasks by themselves, by far. Again even if significant number of students were ready to involve in their own group, a larger number of respondents misbehaved in the classroom. With regard to the members with a single group who should be nominated were not there at all except the presenter. However, during the observations in the classroom while the lesson was going on, I have observed that most of the students' chairs and tables were not suitable for implementing such a method. In the informal discussions, students with disabilities also informed me that they understand well while they learn individually.

According to the above point of view instructors or teachers should see assessment as a continuous and interactive process that measures the achievement of the learner, the quality of the learning experience and courseware. The feedback created by the assessment process serves as a direct foundation for further development. The activities of the teacher in the class-room stand central and observational data collected in the class-room provide the grounds for analysis, reflection and self-evaluation. Reflection and self-evaluation on teachers' seen as about their class-room practice is viewed a means to enhance their authority thinking and problem-solving. Such reflection and self-evaluation is also considered necessary to bridge the gap between espoused theories and actual practice.

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Based on the researcher observations, feedback of teaching staffs who are involved in teaching a course or curriculum or in using an educational package in one of the key sources of information on its effectiveness. Such feedback can be obtained in a manner similar to feedback from students. Thus, if a teacher is evaluating his or her own course, module, package, etc, the

teacher's own experience and the experience of colleagues should pay an important role in informing the evaluation process.

Based on the result from descriptive statistics of cooperative leaning towards enhance creativity. Creativity is facilitated in the group setting indicated to the average mean difference of 3.7000 in likely hood standard deviations variance of 1.17739, Group activities make the learning experience easier indicated to the average mean difference of 3.9455 in likely hood standard deviations variance of 1.08227, I learn to work with students who are different from me indicated to the average mean difference of 3.9182 in likely hood standard deviations variance of 1.11809 and I enjoy the material more when I work with other students indicated to the average mean difference of 3.8727 in likely hood standard deviations variance of being enumerated. My work is better organized when I am in a group indicated to the average mean difference of 3.8273 in likely hood standard deviations variance of 1.15623 and I prefer that my teachers use more group activities / assignments indicated to the average mean difference of 3.900 in likely hood standard deviations variance of 1.29891 is relatively consistence.

The finding of the study indicates that cooperative learning can be an effective creativity tool believed by majority students Grand Mean of 3.8606 differences cooperative learning, when it used in this setting, has been reported to increase creativity and innovations in the classroom. Cooperative learning explains way to meet the needs of creative students in a world filled with diversity. Regardless which of the many successful methods used, several benefits can be gained from a cooperative learning environment. The range of benefits can be divided into three different categories which is stated that cooperative learning promotes creative thinking by increasing the number of ideas, quality of ideas, feelings of stimulation and enjoyment, and originality of expression in creative problem solving.

Based on the result from descriptive statistics of cooperative leaning towards psychological benefits. I enjoy the class more when I work with other students indicated to the average mean difference of 3.8909 in likely hood standard deviations variance of 1.01679, When I work in a group, my work habits improve and impressed during the class indicated to the average mean difference of 3.8909 in likely hood standard deviations variance of 1.06095, When I work in a group, I do have better motivations in quality learning in the class indicated to the average mean difference of 4.0273 in likely hood standard deviations variance of 1.07907, The work load is

usually less when I work with other students indicated to the average mean difference of 4.0636 in likely hood standard deviations variance of 1.15954 is regimented.

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On the other hand, the majority of the students Grand Mean of 3.7394 do find a cooperative learning method towards Psychological benefit seen from number student response in the above table is relatively medium attitude. Psychological benefits are those that improve the psychological health and personal impression of oneself. The intellectual benefits are probably the best studied and documented. Numerous studies document an increase in student achievement as a result of cooperative. Researchers also claim the improvement of student attitudes when exposed to this type of learning environment. Students, during cooperation, are required to look more closely and discuss issues. This method allows teachers to manage instruction for a wide range of learning abilities with a single activity.

The result shows that from if gender difference by F-ratio found in the MANOVA table measures the probability of chance departure from a straight line. The significance value is 0.51 which is less than 0.05 thus the model is statistically no significance difference which is no gender difference changing student attitude in cooperatively learning –. The F critical at 5% level of significance was 0.00. Since F calculated is greater than the F critical (value = 34.847), this shows that the overall model was extremely significant.

The overall, students seemed to have primarily positive opinions with respect to cooperative learning activities. This was true for all instructional settings. Results for attitude by student indicated that there was significant difference in the attitudes toward the group activities in the grade result in school setting. Results for the achievement hypotheses indicated a statistical difference in achievement and result has statistical difference which is also identified between their attitude and grade report is shows big deference instead.

5.2. Conclusions

Result from descriptive statistics towards social benefits from cooperate learning is medium level of attitudes indicated in the grand mean difference of 3.9561 by differences of ± typical deviances of 1.05717 which is the Research indicates that students who participate in cooperative learning experiences like their school, their classes, and their classmates more than those in a traditional setting. The study result cooperatively learning on academic benefited for education from respondent's view that student learning can be maximized to Grand Mean of 3.8606, thus academic performance improved, by developing a sense of it is all in the same boat together for basic tenet of cooperative learning for their academic enhancement.

Based on the finding of the study indicates that cooperative learning can be an effective creativity tool believed by majority students Grand Mean of 3.86 differences cooperative learning, when it used in this setting, has been reported to increase creativity and innovations in the classroom. The majority of the students Grand Mean of 3.7394 do find a cooperative learning method towards Psychological benefit seen from number student response in the above table is relatively medium attitude.

In general, according to the respondents, it can be said that students have benefited much from cooperative learning method by participating actively in their group, participating and improving in their academic classes, learning better and behaving disciplined in their class. However, the overall result found from the form their academic report indicated that they generally did not benefit from cooperative learning. From these extreme points of academic results dropped, the implication is remained doubtful on whether cooperative leaning by students learning effective or not. A further study on this point is recommendable.

5.3. Recommendations

The findings of this study are believed to have some recommendations for practice. The implication might show areas of intervention to improve the most wanted effective cooperative learning in secondary schools. As we think of improving the existing cooperative learning approaches in secondary schools, we need to look in to the recommendations involved. Accordingly, the following recommendations are made on the basis of the research findings and the conclusion.

- If a teacher is evaluating his or her own course/subjects, module, package, etc. the teacher's own experience and the experience of colleagues should pay an important role in informing the evaluation process.
- In line with the new educational and training policy, continuous and intensive short-term and long-term training must be offered to teacher so as to enhance their awareness and gradually shift their tendency from teacher dominated approach to learner focused instructional approach for cooperative learning.
- Teachers are required to give both individual and group work activities proportionally, and make serious and continuous follow up to check whether or not each member contribute to the group. The teachers are also responsible to develop team sprit among students' initiate individual effort because active learning is difficult without the use of cooperative learning.
- Teachers should be encouraging students to participate and engage in classroom activities.
- The Federal MoE, Addis Ababa Education Bureau, Sub-city and Woreda Education office should work together in equipping the schools with necessary instructional materials such as reference books, pedagogical centers materials and else. Because active cooperate learning will be difficult without the use of appropriate resources in the school's class-rooms.
- Besides, school must be creating conducive work regulations that give teachers sufficient preparation and working time and provision of educational materials and resources to implement active learning methods in their class.

- To implement cooperative learning also requires attractive class-rooms with enough space for making proper seating arrangement. But this study disclosed that conducive of the class-rooms found to be poor.
- Finally, the researcher strongly recommended that, the schools and the teachers should work together to improve the school environment so as to create conducive cooperative learning for implementation of good result.

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Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning And Management

Part One <u>Questionnaires' for student</u>

Dear respondent, this questionnaire is designed to investigate students' attitude toward Cooperative Learning. The researcher really appreciates your cooperation and participation.

Back ground information

1. Name of the school _____

2. Age _____

3. Sex _____ 4. Grade level _____

Part Two Instruction: To respond to this questionnaire, please put a check mark (√) in the appropriate box to indicate your level of agreement or disagreement with the statements: 1 (strongly disagree); 2 (disagree); 3 (neutral); 4 (agree); and 5 (strongly agree)

I. Social Benefit	**1**	**2**	**3**	**4**	**5**
1. I willingly participate in cooperative learning activities.	**1**	**2**	**3**	**4**	**5**
2. When I work with other students I achieve more than when I work alone.	**1**	**2**	**3**	**4**	**5**
3. Cooperative learning can improve my attitude towards work.	**1**	**2**	**3**	**4**	**5**
4. Cooperative learning helps me to socialize more.	**1**	**2**	**3**	**4**	**5**
5. Cooperative learning enhances good working relationships among students.	**1**	**2**	**3**	**4**	**5**
6. Cooperative learning enhances class participation.	**1**	**2**	**3**	**4**	**5**

	Enhance Creativity	**1**	**2**	**3**	**4**	**5**
	1. Creativity is facilitated in the group setting.	**1**	**2**	**3**	**4**	**5**
	2. Group activities make the learning experience easier.	**1**	**2**	**3**	**4**	**5**
	3. I learn to work with students who are different from me.	**1**	**2**	**3**	**4**	**5**
	4. I enjoy the material more when I work with other students.	**1**	**2**	**3**	**4**	**5**
	5. My work is better organized when I am in a group.	**1**	**2**	**3**	**4**	**5**
	6. I prefer that my teachers use more group activities / assignments	**1**	**2**	**3**	**4**	**5**
II.	**Psychological benefit**					
	1. I enjoy the class more when I work with other students.	**1**	**2**	**3**	**4**	**5**
	2. When I work in a group, my work habits improve and impressed during the class	**1**	**2**	**3**	**4**	**5**
	3. When I work in a group, I do have better motivations in quality learning in the class	**1**	**2**	**3**	**4**	**5**
	4. The work load is usually less when I work with other students	**1**	**2**	**3**	**4**	**5**
	5. I feel working in groups is a waste of time. *(I do not feel working in groups is a waste of time.)	**1**	**2**	**3**	**4**	**5**
	6. My grades improve when I work with other students.	**1**	**2**	**3**	**4**	**5**
III.	Academic Benefit	**1**	**2**	**3**	**4**	**5**
	1. When I learn in a group, I get the grade what I deserve	**1**	**2**	**3**	**4**	**5**
	2. When I learn in a group, there are opportunities to express my opinions	**1**	**2**	**3**	**4**	**5**

3. My group members benefit me to communicate and get tutor from class mate	**1**	**2**	**3**	**4**	**5**
4. I help my group members with what I am good at.	**1**	**2**	**3**	**4**	**5**
5. I have to work with other students who are not as smart as I am.	**1**	**2**	**3**	**4**	**5**
6. I am forced to work with students I to have better academic achievement	**1**	**2**	**3**	**4**	**5**

Part Three: Class observational checklist

i. Activities of the students	**Yes**	**No**
1) The students were interested in the lesson		
2) The students were freely participating in the activities		
3) The students were doing task assignments in subject by their own initiations		
4) The students were misbehaving in the classroom		
5) The students were ready to do in their group		
ii. Group contains all the members		
1) The group has time keeper		
2) The group has resource manager		
3) The group has scribe		
4) The group has facilitator		
5) The group has presenter		
iii. Classroom condition		
1) The number of the students in the was moderate		
2) The classroom has enough space for movement		
3) The classroom has adequate chairs and disks		
4) The disks are comfortable to do group work		

Appendix B

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና ባህሪ ጥናት ኮሌጅ

የትምህርት አመራር ትምህር ትክፍል

<u>በ9ኛ እና 10ኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ</u>

ክፍል 1፡- አጠቃላይ መረጃ

1. የት/ቤቱ ስም _____

2. ዕድሜ_____

3. ጾታ_____ 4. የክፍል ደረጃ _____

ውድ ተማሪ ይህ መጠይቅ የተዘጋጀበት ዋና ዓላማ ተማሪዎች በቡድን (በጋራ) መማር ላይ ያላቸውን አመለካከት (ምልከታ) ለማጥናት አስፈላጊውን መረጃ ለመሰብሰብ ነው፡፡ መጠይቁ ውስጥ የሚገኙ ዝርዝሮች በቀጥታም ሆነ በተዘዋዋሪ የግለሰቧን (የግለሰቡን) በቡድን ወይም በጋራ መማር ተግባር ላይ ያለቸውን ስሜት ይዳስሳል፡፡

አንተ (አንቺ) ምን ያህል ከእያንዳንዱ ዝርዝር ጋር እንደምትስማማ (እንደምትስማሚ) ከተሰጡት ባለአምስት ደረጃ አማራጮች አንዱን በመምረጥ እና እንደምትስማማ (እንደምትስማሚ) አሳዩ፡፡ አምስት አማራጮች በጣምአልስማማም፤ አልስማማም፤ እርግጠኛ አይደለሁም፤ እስማማለሁ፤ በጣም አስማማለሁ ናቸው፡፡ ስሜትህን (ስሜትሽን) በተሻለ ይገልፅልኛ ልየምትለውን (የምትይውን) ምላሽ ‘‘√"በማድረግ አመልክቱ፡፡

ትክክለኛ እና አስተማማኝ ምላሾ ለጥናቱ መሳካት ታላቅ አስተዋፅኦ ያደርጋል፡፡

ለለገሳችሁኝ ጊዜ አመሰግናለሁ ::

1) **ማህበራዊ ጠቀሜታ**	በጣም አልስማማም	አልስማማም	ለመወሰን እቸገራለሁ	እስማማለሁ	በጣም እስማማለሁ
1. በጋራ ጥናት /ትምህርት ላይ በፈቃደኝነት እሳተፋለሁ፡፡					
2. በግሌ ከመማር ይልቅ ከሌሎች ተማሪዎች ጋር በጋራ ስሰራ የበለጠ ውጤታማ እሆናለሁ፡፡					
3. በቡድን /በጋራ መማር ለትምህርት ያለኝን ፍላጎት ይጨምራል፡፡					
4. በቡድን /በጋራ መማር ማህበራዊ ህይወቴን አዳብሮልኛል፡፡					
5. በቡድን /በጋራ መማር በተማሪዎች መካከል ያለውን ለትምህርት የመተጋገዝ ባህልን ያዳብራል፡፡					
6. በቡድን /በጋራ መማር የክፍል ውስጥ ተሳትፎን ይጨምራል፡፡					
2) **ፈጠራን ማበረታት /መጨመር**					
1. በቡድን /በጋራ መማር የፈጠራ ስራን ያዳብራል፡					
2. በቡድን /በጋራ መማር የሚሰጡ የትምህርት መልመጃዎችን ቀላል ያደርጋል፡፡					
3. የቡድን /የጋራ ትምህርት የተለያዩ ዕውቀትና ክህሎት ካላቸው ተማሪዎችጋ እንዴት አብሬ መማር እንዳለብኝ እንዳውቅ አድርጎኛል፡፡					
4. በቡድን /በጋራ እንድንሰራ የሚሰጡንን የተለያዩ መልመጃዎችን መስራት ያስደስተኛል፡፡					
5. ስራዎቼ የበለጠ የሚቀናጁት ከቡድን አጋሮቼ ጋር በመተግበር ስሰራ ነው፡፡					
6. ከግል ስራ ይልቅ መምህራኖቼ በጋራ የሚሰሩ መልመጃዎችን ቢሰጡ እመርጣለሁ፡፡					

3) ሥነ-ልቦናዊ ጠቀሜታ	በጣም አልስማማም	አልስማማም	ለመወሰን እቸገራለሁ	እስማማለሁ	በጣም እስማማለሁ
1. ከሌሎች ተማሪዎች ጋር በጋራ ስሰራ ትምህርቱን የበለጠ እወደዋለሁ. ።					
2. ከቡድን አጋሮቼ ጋር በጋራ ስንሰራ ለመማር ያለኝ ልምድና ፍላጎት ይሻሻላል።					
3. በጋራ መስራት በክፍል ውስጥ የሚሰጠውን ትምህርት ጥራት ይጨምራል።					
4. ከቡድን አጋሮቼ ጋር በጋራ ስንሰራ የምንሰራው ስራ ጫና ይቀንሳል።					
5. በቡድን /በጋራ መስራት ጊዜ ያባክናል።					
6. ከሌሎች ተማሪዎች ጋር በጋራ ስሰራ የትምህርት ውጤቴ ይሻሻላል።					
4) የትምህርት ጥቅም					
1. በጋራ ስሰራ የምፈልገውን ውጤት አሰመዘግባለሁ።					
2. ከቡድን አጋሮቼ ጋር በጋራ ስንሰራ የእኔን ሃሳብ ለመግፅ ዕድል አገኛለሁ።					
3. የቡድን አጋሮቼ ከሌሎች ተማሪዎች ጋር በቀላሉ እንድግባባ እና የተሻለ ውጤት እንዲኖረኝ ይረዱኛል።					
4. እኔ ውጤታማ የሆንኩበት ላይ የቡድን አጋሮቼን እረዳለሁ።					
5. ከእኔ በታች ውጤት ከሚያስመዘግቡ ተማሪዎች ጋር አብሬ መስራት እወዳለሁ።					
6. የተሻለ የትምህርት ስኬት /ውጤት እንዲኖረኝ ከሌሎች ተማሪዎች ጋር በጋራ መስራት ይኖርብኛል።					

Appendix C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning And Management

Classroom observational checklist

General information

1 School……

2 Grade……

3. Subject.....

4. Number of Students

Male ---------Female---------- Total----------

i. Activities of the students	**Yes**	**No**
1. The students were interested in the lesson		x
2. The students were freely participating in the activities		x
3. The students were doing task assignments in subject by their own initiations		x
4. The students were misbehaving in the classroom		x
5. The students were ready to do in their group		x
ii. Group contains all the members		
1. The group has time keeper		x
2. The group has resource manager		x
3. The group has scribe		x
4. The group has facilitator	1	
5. The group has presenter		x
iii. Classroom condition		
1. The number of the students in the was moderate	1	
2. The classroom has enough space for movement		x
3. The classroom has adequate chairs and disks		x
4. The disks are comfortable to do group work		x