



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF SPECIAL NEEDS EDUCATION

THE LEVEL OF PARTICIPATION OF STUDENTS WITH VISUAL
IMPAIRMENTS IN COOPERATIVE LEARNING IN GULALE AND ARADA
SUBCITIES

BY
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IMPAIRMENTS IN COOPERATIVE LEARNING IN GULALE AND ARADA
SUB CITIES

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Abstract

The main objective of the study was to investigate the level of participation of students with visual impairment in cooperative learning in eight purposively selected schools in Gulale and Arada Sub cities. In achieving the purpose of the study, descriptive survey design was used. Students with visual impairments and their sighted peers who were enrolled from grade 5-12 and their teachers were the participant of the study. The participants of the study were selected using purposive and systematic random sampling. To collect data different data gathering tools were employed. These were questionnaire, interview, classroom observation, and focus group discussion. On the top of this, both qualitative and quantitative analysis techniques was employed. The study revealed the level of participation of students with visual impairment was medium. Teachers didn't practice Cooperative Learning properly in classroom instruction. Sitting arrangement and the classroom accessibilities being observed was found to be not suitable for practicing cooperative learning. However, cooperative learning in the class room helps students as to the develop interdependence each among other. This impels that students with visual impairments have benefited from cooperative learning with some limitation and still the application of cooperative learning needs improvement. Consequently based on the findings of the study recommendations were forwarded.

List of Acronyms and Abbreviations

AAEB	Addis Ababa Education Bureau.
CL	Cooperative Learning
FGD	Focus Group Discussion
MOE	Minister of Education
MOEVT	Minister of Education and Vocational Training
NGO	None Governmental Organization
SPSS	Statistical Package for Social Science
SWVI	Students with visual impairment
SWOVI	Students without visual impairment
UNESCO	United Nation Education Scientific and Cultural Organization
VDL	Universal Design for Learning
VI	Visual Impairment
ZPO	Zone of Proximal Development

Chapter One

Introduction

1.1. Background of the Study

Education is a means of solving political, economic, social and cultural problems traced on the past, occurring at different times and potential in the future. It is the means of linking all the generations by helping human beings to share their successes, skills, values, new innovations, and philosophical outlooks from one generation to the other in continuous manner (MoE, 1994). Education is also the base for economic development and social changes (Lockheed and Verspoor, 1991). Thus, it is the ground for all rounded human developments (Iffa, 2005; Derbessa, 2006). It can create fertile grounds for cultivating creative and critical thinking capacity of human beings by enabling societies and individuals to be effective in the process of national development, developing skills and forming the desired character or depositions, (Sileshi, 2015). UNESCO (2005) indicated as education is not only the base and the means of social change and economic developments, it also a means of speeding up and improving them. Thus, importance of education is unquestionable and the question is how well the education system of a country is preparing the children to meet the demand of a global community (Iffa, 2005; Desta, 2016).

Nowadays, learners with special needs are to be taken as members of their class and should feel as capable as their class mates do. Barbara, (2002) stated cooperative learning respect all students' needs regardless of their intelligence, educational, or disabilities and a belief in their potential for academic success.

Cooperative learning may also provide students opportunity to work with one another in a safe space and allow peers to help one another succeed and they are also able to accomplish more in a smaller amount of time and have added benefit of working together to solve problems. (Cross & Walker-Knight, 1997) Johnson and Johnson, (1991) suggest that learning in cooperative method with peers enhances an individual's self-esteem, social competence and increases their ability to succeed during group work with others. Jenkins et al, (2003) was stated that the self-esteem of students with learning difference was increased substantially when they have willing to work in cooperative learning group. Students felt that they were part of group members and were more likely to participate in the activities. The same study found that many teachers believe that cooperative learning allows students with disabilities a

less stressful learning environment where they are comfortable and respected by their peers. (Jenkins et al, 2003).

During cooperative activities, students learn from one another in a meaningful way and deepen their understanding of the content being discussed. This learning strategies has been found to have the potential to diminish the competitiveness of classrooms and focuses on bringing students together to complete activities (Emmer & Gerwels, 2002). Students work collaboratively to discuss topics, argue their own opinion as well as enhance one another's understanding of lesson (Veenman et al., 2002). It seems that in cooperative learning students can be better performed because, students have an occasion to discuss and exchange their experience, particularly students with visual impairments since they have no vision power, and use verbal capacity. Holbook, (1996), argued placing students with visual disabilities in the regular classroom provides them opportunities to interact, know one another and share concerns and experiences with sighted peers.

To increase the learning and participation process, social interaction is very important to all learners regardless of their disabilities. Through interaction, learners with visual impairments can learn diverse appropriate common behaviors such as; cooperate with each other with their peers, sharing experience and communication skills (Holbook, 1996). Lamport, Graves, & Ward (2012) pointed out that children with special needs, particularly children with visual impairments cannot only learn appropriate behaviors through social interaction with their peers, but also they improve their academic status in their school.

According to Mbukwa, (2009) through direction and cooperation from instructors and sighted peers, learners with visual impairment would actively participate in the learning process and also stated that teachers and sighted peers have to make sure that as they collaboratively work with students with visual impairment in learning and encouraging them to participate in classroom activities. This method is advisable for teaching students with visual impairment, particularly in the mixed ability groups and in the third world countries where number of students in the class are very large (Mitchell, 2008). In these groups, students with visual impairments was paired with their fellow sighted peer who will help them to organize their works, find correct pages and repeat teachers instructions (UNESCO, 2001). Thus, this study focused on Cooperative learning and the level of participation of students with visual in sample impairments schools of Gulale and Arada sub cities.

1.2.Statement of the Problem

Ethiopia introduced the students' network in 2010 as cooperative learning strategies for all education level. The students network similar with cooperative learning based groups were students of different academic achievements, sex and race work in small groups for relatively long period of time. Most of the school in Ethiopia are now implementing cooperative learning (Weldemariam & Girmay 2015).

Ministry of Education underlined the importance of implementing cooperative learning approaches in learning process at various levels to increase problem solving capacities and competencies of the students (MoE, 2002). Seid (2012) stated cooperative learning is practiced in secondary school in our country. He stated that the implementation cooperative learning was started since 1994. Johnson & Johnson (1999) as cited in Seid (2012), cooperative learning is now an accepted and highly recommended instructional procedure at all levels of education.

Cooperative learning strategies one of components of inclusive education and improve academic and social skill development of all students. Students with disabilities particularly students with visual impairment are more engaged in classroom activities where cooperative learning structures are in place compared to more traditional classroom interventions. Specifically, in cooperative learning, students articulate their thoughts more freely, receive confirming and constructive feedback, engage in questioning techniques, receive additional practice on skills, and have increased opportunities to respond (Bucalos & Lingo, 2005).

According to Carter and Kennedy, (2006),cooperative learning are very important for both students with and students without disabilities because; they are given the chances to learn from their peers, support each other in small groups and have better understanding for the contents being thoughts in cooperative groups. Brown, (2001) also argued that students without disabilities shown no hesitance when they were asked to work with their peers that had disabilities, in facts they enjoyed the opportunities to meet their friends and peers that had diverse disabilities. Many of students with disabilities can benefit from cooperative learning teaching method particularly students with visual impairments may get additional support from their peers when they are included themselves in the group activities.

According to Vegia, (1997) inclusion of students with visual impairments develops their social and academic skills strategies similar to those of sighted peers and they demonstrated a

positive attitude towards their social integration, consider themselves included in their group and are accepted by their classmates. However Robinson, (2002) pointed out that students with visual impairments face challenges in social situations to make and keep friend with their peers without impairments. Celeste, (2006) observed that students with visual impairment are neither accepted by their peers or do not get training on appropriate social skills that increase their interaction with sighted peers in cooperative learning.

A clean and ordered room with appropriate resources and well aired room help to establish a positive contribution to implement active learning (Sguazzin & Graan, 1987) as cited in Bethel;(2011). Well-designed environments let all students to participate in learning process through flexible curriculum and appropriate lesson plan. Palmer, (2005) similarly stressed that the modification in teaching strategies, learning materials and assistive and good classroom management and arrangement are necessary for active learning and participation. According to Weblter and Roe, (1998), study indicate all learners particularly students with visual impairments influenced by classroom inaccessibility, decoration and arrangement of the desk and chairs. Sguazzin and Graan, (1987) also in their study have indicated that schools in many parts of Africa are composed of large number of students and it may be difficult for the students to be active participant in the learning process as cited in Bethel, (2015). As study of Ministry of education,(2004) on inclusion of students with visual impairments in regular classroom indicate that there many challenges that affect the participation of students such as lack of access of text book write in Braille, lack of assistive devices, and huge class

According to Lyser and kirk, (2004) found that general education teachers normally use strategies that is not modified direct towards the whole, incorporate only minor or no modification based on students' needs and most of classroom teachers do not have prior training in special education and not adequately prepared lesson plan for cooperative learning group. Veiga ,(1997) study indicate teachers consider that as they must accord the students with visual impairments take more time than the rest of the class and multiple their teaching efforts.

A lot of research conducted on cooperative learning in classroom around the world and also in our country. Most of those researches have indicated Cooperative Learning has great advantage for all students. In Cooperative Learning students are active learner who construct knowledge by activating their own participation (Long & Porter, 1985; Brown, 2001) as cited

in Wondwosen, (2008). Students adjust the pace of their communications in Cooperative Learning to know the level of their peers' academic wellbeing. They know if they go too fast, and their team show improvement in their academic status. Over time there develops important consideration among team members to increase level of participation of each other's in group activities (McKernan, 1996) in Wondwosen (2008).

As the above researchers indicated on their finding, students are more active learner in Cooperative Learning particularly Hanna, (2015) shows students with disabilities show improvement on their social and academic status after they start learning by cooperative learning and the students has positive attitude towards Cooperative Learning. This study aimed to investigate the level of the participation of students with visual impairments in Arada and Gulale sub cities. More specifically this study will try to find answers to the following questions.

1.3. Research Questions

1. What is the level of participation of students with visual impairments in cooperative learning?
2. Is the classroom is accessible for students with visual impairments to fully participate in cooperative learning?
3. Does the lesson plan prepared by teachers consider the learning needs of students with visual impairments to fully participate in cooperative learning?
4. Is there interdependence among students with visual impairments and sighted peers in cooperative learning?

1.4. General objective of the Study

The general objective of the study is to know the level of participation of student with visual impairments in cooperative learning in selected school of Gulale and Arada Sub-cities.

1.4.1. Specific Objective of the Study

To indicate the level of participation of students with visual impairments in cooperatively learning.

To assess the level to which teacher lesson plan preparation consider the need of student with impairment during cooperative learning.

To assess whether there is interdependence between students with visual impairments and sighted peers in cooperative learning.

To assess whether the class room is accessible for cooperative learning.

1.5. Significance of the Study

This study provides clear understanding on the level of participation of students with visual impairments in cooperative learning in Gulale and Arada sub cities. Therefore, it helps the teachers to design appropriate teaching mechanism, to increase the participation of students with impairments, as school Directors initiate make accessible environment for active learning, to deliver information to Education office, to provide training for teachers to improve the educational quality to children with visual impairment for future. Generally, the study can serve as input for other researchers who want to conduct a research on this area.

1.6. Scope of the Study

This study is delimited to two sub-city of ten sub cities of Addis Ababa. According to the data obtained from Addis Ababa Education Bureau, there are thirty-nine schools in Gulale and Arada sub cites. However, this study was delaminated to eight purposively selected schools which have more numbers of students with visual impairment. Regarding the number of students even there are 1020 students with both total blind and partial sight (four hundred fifty seven (457) male and five hundred sixty three (563) female) and 1536 sighted peers (seven hundred fifty three male and seven hundred seventy eight) it delimited in to 200 students and there are many types of disability but this study delimited only to students with visual impairment and their sighted peers. Regarding the grade level of participants it delimited only grade 5-12.

1.7. Operational Definition of Terms

Cooperative learning:-is an active and inclusive instructional technique in which a group of heterogeneous students (due to achievement level, sex, age, and disability/special needs) learn together in a structured form with each member taking an active participation to maximize their own and one another's learning.

Participation :- in this study participation is an active involvement in the whole process of learning that all learners are welcomed and feel safe, as they are respected, valued and their individual needs are met.

Level of participation: the degree of educational performance as each students takes parts in each class room activities in each episodes of education.

Low level of participation: in this study low participation is the degree of educational performance as each student's takes parts in each class room activities in each episodes of education which is measured by Likert scale which have 22 items and < 44 and > 22 .

Medium: in this study medium level of participation is the degree of educational attachments as each student's takes parts in each class room activities in each episodes of education which is measured by Likert scale which have 22 items and have the value > 45 and < 87 .

High level of participation: in this study high level of participation is the degree of educational performance as each students takes parts in each class room activities in each activities of education which is measured by Likert scale which have 22 items and > 87 and less than or equal to 110. Whereas the mid points of the scale is 44.

Visual Impairments: students who have low vision or who are lost their vision completely.

Total Blind: students who has less than 20/200 vision in the better eye or a very limited field of vision and those who use braille.

Partial Sight: students who are not completely blind but are able to see very little and read large print.

Chapter Two

2. Review of Related Literature

2.1. Concepts and meanings of cooperative learning

Cooperative learning refers to the use of highly structured, interactive teaching method that have been carefully designed to hold each participant individual accountability. It is also make all participant jointly responsive for integrating learning of every other members. The fact that participants are individually accountable motivated to avoid simply going along with the group, while also minimizing the problem of free riding on other ideal. As Johnson, (2000) defines that, cooperative learning is a numerous approaches for organizing and conducting classroom instruction. Also he said that cooperative learning is “instructional use of small groups to that students work together to take full advantage of their own and each other’s learning”. While cooperative learning is applied, students learn from one another in meaningful way and deeper their understanding of the contents being discussed.” This type of learning has been found to have the potential to diminish the competitiveness of classroom and focuses on bringing students to complete activities. It has been suggested by Emmer and Gerwels, (2002) that cooperative learning requires students work together to achieve their goals which they could not succeeded individually.

According to Knight, (2009), cooperative learning is mediated by students rather than the teachers. Since cooperative learning teaching method is students’ center approach the students take their responsibilities to learn cooperatively in inclusive classroom. Johnson and Johnson, (1994), during cooperative learning or activities, the students do not face the teacher tasks, but are divided into small groups and work together, setting “eye to eye” or in other words, close enough to each other that they can share materials, maintain eye content with all groups members, talk to each other quietly without distributing the other learning groups, (for example ideas and materials in a comfortable atmosphere.) Moreover, working together with in a group allow students especially those who has/have low proficiency ones to ask their classmates for help. Also they benefit from interactions that occur within their own peers which is given to them with in explanations in terms of the problems, since they are often more aware than their teacher of what some students do not understand. Cheong, (2010), also states that many of the strategies of cooperative learning including assigning roles within each individual in each small groups (like, recorder, participation encourager, summarize) to ensure the positive interdependence of group participants to enable and practice in different

team work skills which is important as 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 and social skills objectives.

2.2. Cooperative learning and Inclusion

Now a day as school move closer to the goal of providing education for all children with disabilities in inclusive classroom and school increasing amount of addition energy are being devoted to developing pedagogical approaches that are appropriate in heterogeneous classrooms. Cooperative learning has been used excessively within “regular education” classroom and “special education classroom“, but inclusive classrooms are a relatively recent phenomenon, which have been expensive documentation for the use of cooperative learning strategies with in classroom. principles of cooperative learning together with the principles of inclusion involves extending the concepts of heterogeneous grouping beyond are common notion of children who head at difference level or are at different skills level to thinking about and planning for students whose disabilities are more extensive (Spaon and Slovin, (1990).

Cooperative learning support the idea of in inclusive classroom since it builds upon heterogeneity and formalizes and encourages peer support and connection. Mathews, (1992), suggested Cooperative learning is teaching method where all students need to learn and work in environments and their individual strengths and needs are recognized and addressed. In many cooperative classrooms, students’ sit in heterogeneous base groups so the teacher can structure informal and formal opportunities for cooperation between students’. One important aspects of cooperative learning in a group is maximizing of the heterogeneity of the students within the small groups. Students’ should be placed in groups that are mixed by academic skills, social skills, personality, race, and so on (Ayres et.al, 1992).

It is important to establish supportive heterogeneous group that is to ensure the active participation of all students. When students are placed in supportive heterogeneous groups and issue of active, equitable participation are addressed by teacher. And also all learner can benefit from cooperative learning in the classroom and they are seen as important group members in the eyes of their peers. Roles of all students must be interpreted flexibly because its roles will ensure that all group member were unable to take on each role at some point in time. For example, in one classroom, the roles remained the same across time (e.g. writer, reader questioner, checker), but the responsibilities of their use changed depending on the task and the students who would be given the role on that particular day (Ayres, et.al, (1992).

According to Ayres et.al, (1992), explanation the participation of all group members is more developed when teachers carefully structure the group tasks and when there is equal division of labor and materials among cooperative group .Through that each students has an important contribution to make toward the completion of the groups task.

2.3. Benefit of cooperative learning for students

Social benefit

Cooperative learning teaching method can increase interpersonal relationship among students. In cooperative learning students exercise their communication skill and practice work with their peer. Freeman, (2000) stated in cooperative learning students can exercise their collective skills and practice work with others to achieve mutual benefit for every one rather than thinking competency and individualistically. In addition to this; in cooperative learning, groups are formed from students those who are different abilities, disabilities, different language and cultural background which helps them to accept their difference and tolerate each other.

Academic benefits

One of the advantages of cooperative learning is increasing academic outcome of students, when they learn in cooperative learning the groups can discuss, share their knowledge and educational materials among their group member, since cooperative learning is formed from different students (lower and higher) (Slavin and Cooper, 1999).They also suggested cooperative learning providing them with increased opportunity for discussion, learning from each other, and encouraging each other to excel.

Psychological benefits

Some students in some case feel anxious to speak in front of the class. In contrast, there is less anxiety connected with speaking in the group. In small cooperative learning groups each students has opportunity to discuss and share their idea among their groups and build good self-esteem because cooperative learning create, safe, nurturing environments, and is where solution came from the groups rather than from the individual and errors are corrected in the group before they are presented to the class (Iscaal, 2000).

2.4. Essential components of cooperative learning

The meaningful implementation of cooperative learning in classroom instructions involves accommodation and practice of different essential elements. Although it is supposed that there are numerous approaches of cooperative learning, the most commonly used are those recommended by (Johnson, et.al1990).These include positive interdependence, individual and personal accountability, face to face interactions, social and group processing.

2.4.1. Positive interdependences

Positive interdependence is the first and the most essential element of cooperative learning. It has been advised by Johnson, et.al, (1990), “The perception of positive interdependence is the most important factor governing effective CL because its presence largely defines the presence of cooperation”. Johnson, et.al 1999; Johnson and Holubec, (1998) as cited in Seid (2012); Positive interdependence exists when students perceive that they are linked with group members in such a way that they cannot succeed unless their group member succeed. In other words, students must perceive that they “sink or swim together”.

2.4.2. Face-to -face promotive interaction

It means that all students are actively engaged at the same time during cooperative learning. Basically CL creates interactive contexts in which students have authentic reasons for listening to one another, questioning and restating points of view. Interactive tasks or activities also naturally stimulate and improve students cognitive, linguistic, and social abilities (Kagan, 1994; McGroarty, 1993; Swain, 1985) as cited in Wesson (2011).

2.4.3. Individual accountability

In cooperative learning individual and interpersonal accountability has a great importance for the success of the group, since each group members being accountable for achieving their goals. The importance of individual accountability is to achieve groups goal in cooperative learning and it requires each members in the group develop a responsibilities to help the rest group to learn (Joliffe, 2007). Slavin; (1996), stressed to ensure each students is individually responsible to equally share group activities, teacher needs to assess whether each members is contributing to the groups work, offer comments to groups, and individuals students, help each other. It also avoids negative interdependence among students and check that every members is responsible for the group common goals. Slavin ;(1996), also stresses the importance of individual accountability to achieve group goals besides assures members

commitment to the groups success in cooperative learning. According to Johson et.al, (2009), the followings are common ways used to structure individual accountability.

- Keeping the size of the group small
- Giving individual test to each students
- Randomly examining students orally by calling on the student to presents his/her groups work to the teacher.
- Observing each group and relending the frequency with each members to the group work.
- Assigning one students in each group the rule of teacher the class asks other group members to exampling the reasoning and retain ace underlying.

2.4.4. Interpersonal and small group skills

The required social skills to make cooperative learning activities successful may not happen naturally. Teachers need to organize learners so that there are opportunities for the student by keeping each other on tasks, checking for understanding, discuss concepts being learned and linking presents with previous learning. Meanwhile communication abilities developed through communication so the role of cooperative in building good interpersonal relationship among cooperative learning groups is always known. Johnson, (1992), cooperative learning helps the learners to build strong communication and conflict management skills. Effective cooperative learning activities enable more interaction, conversation, constructive debates; regarding the merit of various plans. Besides to these, more opportunities for students to learn from each other in learning course with other students is a social activity.

Heterogeneous grouping

According to Johnson et.al, (1999) as cited in Wang, (2007), the final phase of the cooperative group is 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.

2.5. Teacher role in cooperative learning

2.5.1. Preparing lesson plan

The teacher should evaluate his/her learner in order to find out what exactly students are ready to know before teaching. Teacher must contemplate many important role in cooperative

learning to teach efficiently, that is specifying objectives, grouping students, explaining tasks, monitoring and group work, and evaluating achievement and cooperation (Frayadi, 2007). Teachers have their own important role in implementing cooperative learning, starting from preparing lesson up to applying that lesson plan in the classroom. As stated above during preparing lesson plan teachers can take into consideration how to explain objectives, grouping students from different disabilities, cultural backgrounds, personalities, different learning difference and follow up each group activities.

During the lesson, the teacher can provide activities for each groups found in the classroom. Teacher also walks around the students and observing each groups activities, and make interaction among group members. Moreover, the teacher provides feedbacks and ask questions to ensure even all individual have fully understand what they have discussed in their groups. Teacher also encourage student about their use of skills and help students to do the tasks in sight of what the teacher noticed during the inspection of the performance of students (Al .Rifae, 2006).

Following lesson teachers can evaluate students activities and they also allow the students' to present or summarize briefly what they discuss in their on a given topics or lesson. So through these processes the teachers evaluate students' performance on the lesson. Teacher can use rules to evaluate students' performance. Students also can participate in the elevation of their learning from each other by using a peer fidelity checklist. Finally, teacher may conclude the activities of each group by encouraging students to share answers and papers and summarizes them in point of the lesson (Al .Refae, 2006).

2.5.2. Arranging Classroom

Students' needs and engaging, stimulating teaching method to fully participate in cooperative learning. The role of the teacher is forming students in small groups in welcomed classroom by following well organized and well palmed lesson plan. Cooperative leanings are effective when the group size is small. The larger group is difficult to arrange and organize for cooperative learning. In addition to preparing well organizing classroom for cooperative learning teacher should have consider students difference in standings of cultural background, disabilities, different abilities, language and gender difference while arranging students for cooperative learning. The other duties that teacher must consider during organizing classroom is that each group should properly space to maintain eye- to - eye contact, sharing tasks equally, and communicate without disturbing other groups. (Lunderen, 1994; Naseem and Bano, 2011).

Teachers should inform students about rules, procedures and exception from the students' to learn cooperatively. The teacher also tells the students to develop good relationship within their peers. Teacher should explain the three basic rule of cooperative learning, stay with your group, ask a question of your groups first before you ask your teacher offers feedback and ideas and avoid criticizing people (Lundgren, 1994).

2.6. Factors that affects the participation of students in cooperative learning

2.6.1. Lack of training for teachers'

Teachers are central to any success of implementation of cooperative learning. The quality of education depends on the quality of teacher. Many teachers have poor training in special education to properly prepared lesson plan to teach students with disabilities cooperatively with their classmates. Lyser and Kirk, (2004), found that general education teacher generally use strategies and adaptation directed towards the clan as while and incorporate only minor no modification based on student's needs. Here the main points of the school administrations need to provide training for teachers that give them the knowledge and skills needed to successfully implementing of cooperative learning in inclusive classroom. Through different training teacher can learn how consider the need of students with disabilities with the rest of students while he/she preparing daily lesson plan for teaching students with different disabilities. For implementing cooperative learning in inclusive classroom, teachers who have traditionally worked in isolation will need to find new ways of collaborating and sharing their expertise (Areset.al, 1992).

Most of the time teachers do not teach the students how to coordinate their work with other and keep them self in the learning. They simply give task and few students have done and have present for the class. Teachers must have be among the group and correcting miscomputation, helping students understand, and reinforcing good team work skills. Monitor the groups carefully by observing interactions and encouraging appropriate learning and team work skills help the groups ensure mastery by every students keep individual on their foes by asking them at random to explain their group work. Emmer and Gerwells, (2002), suggested that successful cooperative learning lesson characteristics: high individual accountability, higher teachers' monitoring and use of manipulative, task interdependent at a high amount of feedback. It is important that teachers' set guidelines from the outset of cooperative learning.

2.6.2. Physical environments

A sighted peer what is in his/her environments learn through observation. This learning is limited for students with visual impairments. All the teachers, students, and school principals themselves have responsibilities to make learning environment accessible for learning. Some preventive criteria used to define learning environment are the physical arrangement of the schools. As stated above in arranging physical environments each members of the school has the responsibilities for students with diverse needs to learn cooperatively. Because physical environments have great impacts on students learning outcomes. A clean and well-kept room with appropriate resources and well aired room help to establish and implement cooperative learning (Squazzin and Graan, 1998) as cited in Bethel, (2011).

2.6.3. Large group size

Smaller groups are more effective and take less time to form the groups, but it takes a lot of skills for students to manage a group of more than five. Squazzin and Graan, (1998), in their study have indicated schools in many parts of Africa are composed of large of number of students as cited in Bethel, (2011). These challenge the students enough attention and meeting the need of every student to engage actively in learning process especially for students with disabilities. To applying cooperative learning appropriately the role of school administrations is very important. For example in building enough classroom and giving teacher training how to form different students in small groups to teach cooperatively.

2.7. Learning and participation of students' with visual impairment

Lave and Wenger, (1991), viewed that students with visual impairments can learn and participate in the same class with sighted students when the necessary support are provided, unless they face problem of participation in the class. Pfeiffer, (1998), also support the above idea, students with visual impairment often require adaptation to access the general education curriculum to participate in all classroom activities. Students with visual impairments use braille, use of real objects and materials. Since the needs and learning abilities of students are broadly differ especially for students with visual impairments educational supports from teacher is actual to increase their participation in the learning. Especially modification in curriculum one of the core point for the successful participation of students with visual disabilities in the educational environment. According to Smith, (1996), teaching students with visual impairments will challenge a teacher to new level of professionalism. Each teachers must have get training on how to modify curriculum and how to deliberate well

organized lesson plan that consider both sighted and students with visual impairment to include them in general classroom by using cooperative learning approaches to increase their participation.

Grounded on three ideologies of VDL which are: representation, action and expression and engagements, a teacher can plan for a lesson that meets the needs of all learners in inclusive classroom (Coureyetal, 2013). Representation in this context implies a multiple representation on the same concepts in different ways to meet the need of diver's learners. For example, the lesson for the learners with visual impairment can be presented through verbal description, audio text and touching. UDL recommends that provision of multiple ways or representing the lessons help deeper understanding the concepts as well as enabling more learners to participate in the lesson. However, action and expression in this context refers to the alternative ways on communication strategy used by learners to express their learning. These are such as: presentation in the lesson by the learner, storytelling and other techniques and ornament refers to the ways, through which teachers can motivate, learners to get involved in learning process (Coorey, et.al, 2013). This implies that teacher can increase the participation of students with abilities and disabilities by using cooperative learning strategies, even in cooperative learning teacher can use different techniques to strength activities of students like providing educational materials and providing motivational skills.

2.8. Learning environments for students' with visual disabilities

Peterson & Hittie, (2010), clarify that learner with visual impairments do face different challenges in class which the desks and sitting arrangement should not consider the needs of students. Webster and Roe, (1998), states modification of learning environments such as well-arranged classes and well-cleaned class allow learners with visual impairments to learn softly in cooperative learning like their sighted peer. Palmer, (2005), also stressed the modification of teaching strategies, learning materials and good classroom management are necessary for the full participation of students with visual impairment and their sighted peer in cooperative learning.

2.9.Social environments for students with visual impairments

One of the educational strategies that used to create good social relationship among students is that cooperative learning. Like sighted peers students with visual disabilities have good skills to develop social inclusion in their school, especially in cooperative learning groups

they may share their knowledge for their group members. Graves and Ward, (2012), pointed out that children with special needs particularly students with visual impairments not only learn appropriate behaviors through special interaction with their sighted peers as cited in Bethel, (2011). Therefore it is important to provide students with visual impairments opportunity to engage together with sighted peers in cooperative learning.

Chapter Three

Methods

3.1. Research Design

To conduct this study both quantitative and qualitative research design especially descriptive survey research design was used. Best & Kahan,(2005) stated that Descriptive survey design is proper to describe conditions that exist, ideas that are thought, and processes that are going on, trends that are developing. Moreover, descriptive survey research design makes possible the prediction of the future on the basis of findings on prevailing conditions. The researcher believes that descriptive survey design is an efficient way to obtain information need to describe the level participation of students with visual impairments in cooperative learning. The other reason for selecting descriptive survey is that, to collect information from a fairly sampled population. In addition students being questioned quickly, survey research has been found to less bias compared to other design like in-depth case study.

3.2. Study Area

The total of eight schools named as Addis Birhan, Dil Batigl, Atse Libina dingil, Minilk primary school, Dajach Belay Zeleke,Entoto Anba, Tikur Anbasa and Minilik preparatory school are having good practice on inclusion of children with visual impairments in Gulale and Arada sub cities of Addis Ababa City Administration, were selected as targets area of the study due to the reason described below. Factors that are taken as rational to focus on the selection of the study area, AAEB reports showed that most of the schools in which students with visual impairments learn are found in Gulale and Arada sub cities as the researcher gets information from Addis Ababa city Education Bureau. The second reason is the experience of the researcher that is living near the sub-cities more than five years.

3.3. Participants of the Study

The target participants of the study were students with visual impairment and their sighted peers from grade 5-12 who were enrolled in eight schools in the year of 2017/18 G.C academic year. Furthermore, classroom teachers in the school also were participants of the study.

3.4. Sampling Technique

To select participants (students with visual impairment) of the study the researcher used systematic random sampling. Since systematic random sampling is a technique or tool that

produces essentially a mini- version of the initial population. Systematic random sampling is conducted in such a way that every person in the participants has an equal and independent chance of being selected. Moreover sighted peers, teachers were selected purposively.

3.5. Sample

From the total participants of 1020 students with visual impairments, the researcher selected 100 participants (i.e., 52 females and 48 males). From sighted peers 1531 (55, females and 45, males), from total population of teachers 536 (3, females and 5 males) were selected. Students were selected from Adis Birhan, Dil Batigl, Atse Libina dingil, Minilk primary school, Dajach Belay Zeleke, Entoto Anba Tikur Anbasa secondary school and Minilik preparatory those who were joined grade 5-12 in the year of 2017/18 G.C academic year. Totally the participants of this study was 208 (110 females, 98 males)

Table 3.1 *Table 3.1: Total Participants and Sample Size of the Study.*

Participants	Total population			Sample		
	M	F	Total	M	F	Total
SWVI	457	563	1020	48	52	100
SWOVI	753	778	1531	45	55	100
Teachers	273	363	536	5	3	8
TOTAL	1483	1704	3087	98	110	208

3.6. Data Sources

The relevant data for this study were gathered from participants of the study (i.e. teacher, student) through questionnaires, interview, classroom observation and focus group discussion. Secondary data were obtained from documents from governmental office like Addis Ababa Education Bureau, Gulale and Arada sub cities Education office and the sampled schools.

3.7. Data Collection Instrument

In order to get the desired and relevant information for the study four instruments: questioner, interview, observation and focus group discussion were used.

3.7.1. Questionnaires

Questionnaires was utilized to collect data from students because questionnaire are helpful to secure factual information about opinion and view and also appropriate instruments to obtain a variety of views with a relatively short period of time (Best & khan, 2003). It is multidimensional Likert scale type questionnaires were used which have 22 items. First the questionnaire was prepared in English and translated into Amharic by the help of language experts. The questionnaire has two parts.

Part 1 Contains items which help to collect demographic information such as name of school, age, sex, degree of disability, and grade level of the participants.

Part 2 Contains the items which are developed by researcher which is based on the basic leading question and literature of the research. The developed tool is multidimensional scale (Likert Scale) towards participation of students in cooperative learning with five points such as Strongly agree, Agree, Undecided, Disagree, Strongly Disagree which is represented by numbers 5, 4, 3, 2, and 1 respectively with 22 items.

3.7.2. Interview

Interview important instruments to understand people's perception, awareness and feeling (Best & khan, 2003) Therefore, in this study semi-structure interview was conducted with classroom teachers. A semi-structured interview were employed as it is allows wider freedom to ask further questions and it also helps to control the direction of the interview to elicit the desired data. The interview were conducted in Amharic language and it were tape recorded and transcribed immediately.

3.7.3. Observation

Observation is data collection tool where the researcher is involved in direct investigation of the on going activities In order to obtain the actual information, the researcher physically conduct the observation. A total sixteen class room observation were conducted from eight purposively selected schools. From each school two sections were observed and each observation took a maximum of 40 minutes. The researcher was able to examine and investigate the reality in class room how students with and without visual impairment can participate when cooperative learning method is employed. Moreover observation of checklists was used to collect the data on classroom activities and classroom accessibilities. There are three types of observation checklists: these are observing teachers, students'

activities during practice of cooperative learning in classroom and observing classroom accessibilities.

3.7.4. Focus Group Discussion

According to (Yalew, 2009) FGD enables to gather information from 5–12 persons. The researcher is a moderator and guides discussion as cited in Bansa; (2011). In the research, a guideline (five questions) were prepared that help keep the discussion focused on the subject at hand (Appendix, E). The participants of FGD were homogeneous, two group from each schools were the participants of FGD. Focus group discussion were done by mixing both students with and without visual impairment. To gather information on their participation in cooperative learning relating, relationship among the students, lesson plan and classroom accessibilities and the researcher take a note during discussion. The focus group discussion was conducted by Amharic language and then translated to English.

3.7.5. Pilot Study

To receive constructive feedback and to enhance the reliability of the tool a pilot study was conducted in parallel to school and similar disability types. The participants are selected randomly from students with visual impairment $n=32$ (17 females and 15males). Totally the pilot study done on ($n=32$). Then by using SPSS version 21 the reliability of the items were calculated. The Cronbach's alpha values was 0.83.

3.8. Procedures of Data Collection

The first step of the researcher activities were collecting information and making a contact with school principals in order to introduce them with the purpose of the study and to ask permission. Then the researcher arrange time and place with school principals to get the participants. After the researcher got the participants a clear and short description on the importance of the study and how to fill the questionnaire was given for the participants. Moreover, questionnaire papers for students were distributed by the researcher and in case for students with visual impairments the researcher herself read for them since the questionnaire was not prepared by braille paper. Next researcher carried out the interview with the classroom teachers. After the researcher finished collecting data from both students, teachers finally by having checklist prepared the researcher were conducted classroom observations.

3.9. Data Analysis Procedure

The data gathered through questionnaire, interview, observation and focus group discussion were analyzed both quantitatively and qualitatively. Accordingly, frequency, percentage, mean score, minimum, maximum value and standard deviation were used analyzed quantitative data. In similar data gathered through interview, classroom observation and focus group discussion were analyzed thematically. To analyze the response of the questionnaire the raw data entered to computer to be analyzed using SPSS version 21. To make the discussion easier, the items of the responses were categorized into four sub parts based on the specific objectives of the study. Finally depend on the finding of the study, discussion and recommendation was forwarded.

3.10. Ethical Considerations

The researcher was take all considerations to protect the research participants from any kind of harm or loss. Greatest care also taken in order to preserve their psychological dignity when designing and implementing the research. Accordingly, permission were obtained from the participants regarding their participation in the study. The researcher explained the objectives and procedures of the research to the participants as well as informs them that they have the right to refuse or to discontinue the study at any time. The researcher also informed the research participants how the information they give is going to be used and stored. Doing so ensured that the privacy of the participants and confidentiality of the information they give is assured. The researcher also asked for their consent to be audio recorded during the interview schedule.

Chapter Four

Results

In this chapter the data collected through questioners, interview and focus group discussion were presented. Classroom observation, focus group discussion and teachers interview are analyzed both qualitatively and quantitatively, percentage, mean, standard deviation, maximum score and minimum score were presented by using SPSS version 21. From total number of respondents (208) and from 200 students respondents only in case of 100 respondents with visual impairments 96 of them turn back the questionnaire paper for quantitative data and the analysis were done on 191 respondents.

4.1. Demographic characteristics of the respondents

Characters	Frequency	Percent
	96	
SWVI		48.07%
SWOVI	87	48.07%
Teachers	8	3.84%
age 10-15	60	32.78%
age 16-20	107	58.46%
Age 21-25	7	3.82%
Age 25-30	3	1.63%
Age 30-35	5	2.61%
Age 35-40	9	4.71%
Sex		
Female	110	52.9%
Male	98	47.1%
Educational status		
Grade 5-8	96	52.49%
Grade 9-10	56	30.61%
Grade 11-12	31	16.9%
Diploma	1	12.5%
Degree	5	62.5%
MA	2	25%
Nature of disabilities		
Total blind	51	53.1%
Partial sighted	45	46.9%
Sub-city		
Arada	102	
Gulale	106	49.03%
Number of students in schools		50.96%
Atselebnagingil	16	100%
Dajachbalay zalaka	18	8.74%
Tekur Anbassa	10	9.83%
Minilek preparatory	30	5.46%
Mininlek primary	31	16.39%
Dilbategel	17	16.93%
Addis birehan	31	9.2%
Antoto Amba	30	16.93%
Total	191	16.39%
		100%

Table 4.1 shows the total sample in this study consists of 208 respondents. From total respondents 110(52.88%) are female and 98(47.12%) are male. Of 2008 total participant 100 (48.7%) are students with visual impairment, 100(46.29%) are students without visual impairment whereas 8(3.8%) teachers. Were 51(53.1%) are students with total blind and 45(46.9%) are students with partial sight. Regarding the age of the respondents 107(58.46%) are found in between age of 16-20. Concerning their educational status majority of the respondents 96(52.2%) between grade 5-8. 1(6.25%) where diploma graduate, 11(68.75%) are degree graduate and 4(25%) where masters holders. Regarding their sub cities 102(49.03%) respondents are found in Arada and 106(50.96%) are found in Gulale.

There were four themes that have emerged across the participation of students with visual impairments. The themes were:-

- ❖ Level of participation of respondents with visual impairments in cooperative learning.
- ❖ Contribution of class room accessibilities for active participation of student with visual impairments cooperative learning.
- ❖ Contribution of teachers' lesson preparation for active participation of student with visual impairments in cooperative learning.
- ❖ Contribution of cooperative leaning for making interdependence among all students.

4.1. The Level of Participation of Respondents in Cooperative Learning

The first question aimed to explore the level of participation of among students with visual impairments and to examine their level of participation data were collected by using the likert scales tools which have 22 were employed. The data were presented with standard deviation, maximum, minimum value and mean score of both groups whereas the maximum possible score of the scale is 110 and the minimum were 22 and the mid value of the scale were 44.

**Table 4.2 Level of participation of Respondents in Cooperative Learning
(N=96 visual impairments)**

Variables	M(SD)	>mean		<mean		min	max
		N	(%)	N	(%)		
SWVI	73.65 (11.56)	46	(47.91%)	50	(52.8%)	37	106

As shows on table 4.2 above present the mean, standard deviation, minimum and maximum scores of the participants as well as score below and above the mean on the level of participation of the respondents. As indicated in table 4.2 the mean score of students with visual impairment found to be 73.65 with the standard deviation 11.56. It also showed that the minimum and maximum values were 37 and 106 respectively. This indicated that the level of participation of respondents were medium. Because, lack of teacher preparation for cooperative learning and the inaccessibilities of classroom and school environments.

On the other hand the qualitative data collected with interview, focus group discussion and observation result also discussed. Teachers were asked a questions, how is the level of participation of students with visual impairment in cooperative learning? Do they perform classroom activities independently or depend on other sighted peers? Almost all of the teachers' respondents' replied that the participation of students' with visual impairment is depend on student's educational performance. Those who are academically and socially active are more participants in cooperative learning like sighted peers, and even they have good abilities to create new idea than sighted peers. Sighted peers read for them the given question and they write their own answer on Braille paper and discuss among their groups. However few teachers' said that some students with visual impairment have no interest to participate in cooperative learning, especially socially less active students did not participate in classroom and school activities. Rather they want to read in library alone. Besides teachers' respondents were asked questions, what kinds of motivational activities do they use to increase the participation of students with visual impairment in cooperative learning Most of teachers respondents' responses that they allow cooperative learning group in which students' with VI found sit in front of the class and they give chance for them to present what they discuss in

their group. Few teachers' respondents' responses that they give tutorial class for the students with visual impairments.

Classroom observation and focus group discussion also supported the results from questionnaire and interviews. Classroom observation indicate that most of students with visual impairment participate in cooperative learning, while few of them keep silent in the class. Results from focus group discussion of both students also implies responses of both students revealed on question taking tasks and responsibilities equally, share knowledge and material honestly, motivate each other, some of the students responses that they have interest and willing to involved in group activities with their sighted peers, share tasks and their responsibilities equally, motivate each other and share their knowledge and material honestly. While few of them want to do these activities in library lonely.

Another question was posed to teachers' on the relationship between sighted peers and students with visual impairments during cooperative learning. Teachers raise the following point regarding to students relationship during cooperative learning. Amazingly all of the teachers' respondents responded that without few students with visual impairments, other students have good relationship with their sighted peers. Sighted peers also have concern to build social relationship with students with visual impairments. As teacher's respondents said sighted peers support students with visual impairments in all educational activities like reading and writing note for them, go with them toilet and show roads.

4.2. Contribution of Class Room Accessibilities for Cooperative Learning

The second basic question of the study was aimed to examine the contribution of class room accessibilities for participation of students with visual impairments. To collect data for this question observation and interview were used.

As data obtained from observation on classroom accessibilities to implement cooperative learning it is not accessible. The desks and were not easily movable, because the classroom were crowded by desks and there is no enough space for interaction in groups. Also in most of school the number of students in class was large. Moreover most of the school are found near to the main road and disturbed by car noise.

In addition to observation results on classroom accessibilities data from teachers' interview indicated that the classroom condition somehow has variation from school to school. Teacher respondents from same school indicate that even desks are not comfortable and not easily movable it is arranged in the way serves for cooperative learning group. Students sit in their cooperative learning group and number of students, in the class is easily manageable. To the contrary, most of the teachers' responses that desks in the class are not easily movable, they are not comfortable, there are many desks in numbers and also there is no enough space among the desks. Few teachers' complained that the desks in the class are not comfortable eve if for sighted students and teachers with visual impairment to teach cooperatively in which there are large number of students. This is challenging to apply cooperative learning in scientific way.

The interviewed teachers from Dil Betigl School on implementation of cooperative learning in scientific way and to what extent the school provide necessary educational material for the students with VI to encourage their participation in cooperative learning. As school teachers responded some of the schools are practicing cooperative learning. But the way they practice is not totally in scientific way as school teacher responses. In some schools desks are arranged for cooperative learning groups and students sit in their cooperative learning groups. The number of students easy for managements and students have good attitude towards cooperative learning. But some schools do not practice cooperative learning like other schools because teachers and students have no good attitude towards cooperative learning as interview from teachers indicated. Regarding the classroom condition most of the class are fully covered by desks, there is no enough space among the desks, the desks are not easily movable, and the number of students and the class were difficult for management.

The interviewed teacher from Entoto Amba inclusive School describes his view towards the accessibility of classroom for cooperative learning for students with visual impairments as follows:

...I do not support cooperative learning which is implemented in Ethiopian school now a day, may be those who we support cooperative learning of children... children. All educational systems including the class room condition totally inappropriate.

4.3. Contribution of Teachers Lesson Plan Preparation for Cooperative Learning of Student with Visual Impairments

Teachers respondents responded that amazingly out of eight teachers interviewed seven of them responded that they do not consider the need of students with disabilities including student with VI during they prepare lesson plan for cooperative learning. They simply use lesson plan that prepared for sighted peers. But one teacher respondents forwarded that while he prepare lesson plan for cooperative learning he take in to consideration the need of students with VI. For example while teacher teach about content that needs more verbal explanation, he gives more verbal explanation on the content. Regarding the training, few school principals gives training on braille and sign language skills. But in all school administrations' do not prepare any special training on how teachers can handle the need of both students with and without disabilities by using cooperative lesson plan.

To examine the teacher activities to facilitate participation of students with visual impairments in cooperative learning observation is done by researcher with the following observational check lists which have eight items.

As classroom observation results on teachers role in cooperative learning indicate that organizing class for cooperative learning, delegating students to help each other during cooperative learning, explain objective of the lesson to the students, promoting individual capacity, forming heterogeneous grouping, monitoring students activities in cooperative learning, summarizing lesson of the group of cooperative learning, and making students to be active through cooperative learning is by far less as expected from teachers.

The lesson plan of most teacher used were not developed well by delegating activities of students as expected to involve in activities of group task and to transfer their peers. In relation to these VI students are ready to accomplish the given tasks and to share their knowledge.

4.4. The Contribution of Cooperative Learning for making Interdependence Among all Students

The forth basic question of this study were to examine the positive aspects of cooperative learning into developing positive relationship among the group members of the cooperative learning team and it aimed to check is all group members were benefited social, academically and psychological

from cooperative group or not. To collected data to answer this question interview, class observation and FGD were done.

As the result from interviewed teachers in some cases in cooperative learning group only the group leader were active whereas the rest group members are depend on the leader. Some educational activities including homework, classwork and group presentation were done by group leader. Due to this dependence the rest members may be develop some guilty sense.

In opposite others respondents said that both sighted and students with visual impairments in cooperative learning takes responsibilities equally, share knowledge and material honestly, motivate each other. Some of students' responses that they have interest and willing to participate in group activities with their sighted peers.

In relation to this other informants from Atse Libna Dingle School narrated;

...To get the expected outcome relating the positive interdependence from this strategy We have to be careful on its application... the application of cooperative learning should not be equal for all children because there are variations among the students; for example, there are sighted and students with visual impairments...in our school it could be more applicable for the sighted students... but for students with visual impairments have no values rather than the name only, in the name of cooperative learning we make dependency on others

In similar way FGD with students with visual impairments and sighted students which were selected from eight Schools show as cooperative learning is important for the positive relationship among students because students with visual impairments lack much information due to mobility barriers and sighted students can help them by providing information and by assisting them as sighted guide. Students with visual impairments explain that as they were very interested in learning and staying together with sighted students, and they confirm that they do not want to be segregated from this type of school activities. Furthermore, FGD with student reported that as it would be good if they in cooperative learning at which they share knowledge and life experiences equally. They also confirmed that cooperative group promote their inclusion which can develop the participation of person with disabilities including students with visual impairments in their academic achievement, social interaction, and communication of in other life issues.

On the other hand, most of the informants from eight school reported learning and working in cooperative group improve the educational achievement of all children including students with visual impairments. They said cooperative learning can improve the academic achievement of the students with visual impairments if the teachers were trained, qualified, experienced, who have work commitment and can cooperate with special teachers and the students also have trained how they share responsibilities and time equally.

Chapter Five

5. Discussion

Discussions were presented based four major themes, in responses to the four basic research question. These are: -Respondent's responses

- ❖ On level of perception of students with visual impairments in cooperative learning
 - ❖ On contribution of teachers lesson plan preparation for cooperative learning
 - ❖ On contribution of situation of classroom condition in cooperative learning
- Contribution of cooperative learning groups for positive interdependency

5.1. Level of participation of Students with Visual Impairments in Cooperative Learning

As show in table 4.2 on page 27 above present the mean, standard deviation, minimum and maximum scores of the participants as well as score below and above the mean on the level of participation of students with visually impairment found to be 73.65 with the standard deviation 11.56. It also showed that the minimum and maximum values were 37 and 106 respectively. This indicated that the level of participation of respondents with visual impairments in cooperative learning were medium.

On the other hand the qualitative data collected with interview, focus group discussion and observation, support the above idea. Teachers were asked a questions, how is the level of participation of students with visual impairments in cooperative learning? Do they perform classroom activities independently or depend on other sighted peers? Almost all of the teachers' respondents' replied that the participation of students' with visual disabilities is depend on student's educational performance. Those who are academically and socially active are more participants in cooperative learning like sighted peers, and even they have good abilities to create new idea than sighted peers. Sighted peers read for them the given question and they write their own answer on braille paper and discuss among their groups. However few teachers' said that some students with visual impairments have no interest to participate in cooperative learning, especially socially less active students did not participate in classroom and school activities. Rather they want to read in library alone. Besides teachers' respondents were asked questions, what kinds of motivational activities do they use to increase the participation of students with visual disabilities in

cooperative learning. Most of teachers' respondents' responses that they allow cooperative learning group in which students' with VI found sit in front of the class and they give chance for them to present what they discuss in their group. Few teachers' respondents' responses that they give tutorial class for the students with visual disabilities.

Classroom observation and focus group discussion also supported the results from questionnaire and interviews. Classroom observation indicate that most of students with visual impairments participate in cooperative learning, while few of them keep silent in the class. Results from focus group discuss of both students also implies responses of both students revealed on question taking tasks and responsibilities equally, share knowledge and material honestly, motivate each other, some of the students responses that they have interest and willing to involved in group activities with their sighted peers, share tasks and their responsibilities equally, motivate each other and share their knowledge and material hostelry. While few of them want to do these activities in library lonely.

Another question was posed to teachers' on the relationship between sighted peers and students with visual impairments during cooperative learning. Teachers raise the following point regarding to students relationship during cooperative learning. Amazingly all of the teacher's respondents responded that without few students with visual impairments, other students have good relationship with their sighted peers. Sighted peers also have concern to build social relationship with students with visual impairments. As teacher's respondents said sighted peers support students with visual impairments in all educational activities like reading and writing note for them, go with them toilet and show roads.

It is known that working together has its own advantage in any area not only at school. Since everything start from school and education is starting point of discovering new things and it needs sharing idea students get advantages if they are cooperatively

In this study, the finding show that the level of participation of students with visual impairments were medium. Freeman (2000), stated that in cooperative learning students can exercise their collective skills and practice worker with other to achieve common advantage for every one rather than doing activities individually, this increase students competency. Similarly Slavin and cooper (1999) suggested that cooperative learning provide students increased opportunity for group discussion, learning from other, and encouraging each other to excel in their overall achievements.

According to a severe international, (2010) study that as the participation of students with visual impairments were poor in cooperative learning participation. The finding of this research and the earlier one show a little bit different. This may be due to the improvements of implementation of cooperative learning and teachers' flow. Producing well-organized and competent teachers involves both equipping the prospective teachers with the necessary knowledge in their area of specialization and development of skills that enable them to effectively transfer their theoretical knowledge into practice cooperative learning groups.

5.2. Contribution of Class Room Accessibilities for the full participation of students with visual impairments Cooperative Learning

The second basic question of the study was aimed to examine the contribution of class room condition for the participation of students with visual impairments. To collect data for this questionnaire observation and interview were used.

All students need welcomed environments to fully participate in their learning process. As data summarized in table 4.3 on page 50 the classroom situation to implement cooperative learning is not conducive. The desks were not easily movable, because the classrooms were crowded by desks and there is not enough space for interaction in groups. Also the average of students in class was large i.e 50. Moreover most of the schools were found near to the main road and disturbed by car noises. A clean and well-kept room with appropriate resources and well-arranged room help to establish to implement active cooperative learning (Squazzing and Graan, 1998) as cited in Bethe, (1211). Webster and Roe (1998), stated that adaptation of learning environments properly arranged classes and the use of different strategies allow learners with visual impairments to learn softly in cooperative learning. Palmer (2005) also stressed that the modification of teaching strategies, learning materials and good classroom management are necessary. To welcome all diversity in inclusive classroom the environments should be designed in such a way that it allow all learners to participate in learning process through different activities with a flexible curriculum which caters for learners with different disabilities, culture, learning need and learning abilities. In some what the finding of the study showed the class room contributed a lot for cooperative learning and some class room condition like sitting arrangements, desk, and class crowdedness and large number of students limited the participation of students with visual impairments.

In addition to observation results on classroom accessibilities data from teacher's interview indicated that the classroom condition somehow has variation from school to school. Teachers' respondents from same school indicate that even desks are not comfortable and not easily movable it is arranged in the way serves for cooperative learning group. Students sit in their cooperative learning group and number of students, in the class is easily manageable. To the contrary, most of the teachers responses that desks in the class are not easily movable, they are not comfortable, there are many desks in numbers and also there is no enough space among the desks. Few teachers' complained that the desks in the class are not comfortable even if for sighted students' and teachers' with visual impairments to teach cooperatively in which there are large number of students. This is challenging to apply cooperative learning.

The interviewed teachers from Dil Betigl School on implementation of cooperative learning in scientific way and to what extent the school provide necessary educational material for the students with VI to encourage their participation in cooperative learning. As school teachers responded some of the schools are practicing cooperative learning. But the way they practice is not totally in scientific way as school teacher responses. In some schools desks are arranged for cooperative learning groups and students sit in their cooperative learning groups. The number of students easy for managements and students have good attitude towards cooperative learning. But some schools do not practice cooperative learning like other schools because teachers and students have no good attitude towards cooperative learning as interview from teachers indicated. Regarding the classroom condition most of the class are fully covered by desks, there is no enough space among the desks, the desks are not easily movable, and the number of students and the class were difficult for management.

The interviewed teacher from Entoto Amoba inclusive School describes her view towards the conducive environment of class room for cooperative learning for students with visual impairments as follows:

...I do not support cooperative learning which is implemented in Ethiopian school now a day, may be those who we support cooperative learning of children... I think their concern is not about the problem of these children rather they are trying to get some benefits in the name of educating children. Educational systems including the class room accessibilities were totally inappropriate.

Squazzing and Graan, (1998), stated that a clean and well-kept room within appropriate resources and well aired room helped to establish to apply active learning. All students need to learn in environments where their individual strengths are recognized and individual needs are addressed, and all students need to learn within a supportive community in order to feel safe enough to face raise (Mathews 1992).

The data collected with interview of teachers, focus group of both students with visual impairments and by class room observation implies that the class room such as sitting arrangements of the desk, class size and students number were in appropriate in most of the school. It is well-known that all the above facilities were important to increase the participation of students in cooperative learning group. Specifically for the participation of students with visual impairments. Creating a safe and inclusive classroom climate for diversity requires long effort before a course begins. Instructors should take steps during the planning of the course in order to help make a diverse set of students feel safe, valued, and respected and knowing more about students and understanding the nature of student interactions in the classroom to creating inclusive educational environments.

5.3. Contribution of Teachers Lesson Plan Preparation for Cooperative Learning of Student with Visual Impairments

Students need an engaging, stimulating teaching method to fully participate in cooperative learning. The role of the teacher is forming students in small groups in a welcomed classroom by following a well organized and well organized lesson plan.

Teachers respondents responded that amazingly out of eight teachers interviewed seven of them responded that they do not consider the need of students with disabilities including student with VI during preparing lesson plan for cooperative learning. They simply use lesson plan that prepared for sighted peers. Generally the lesson plan of most teacher were not developed well by giving activities of students as expected to involve in activities of group task and to transfer their peers. But one teacher respondents forwarded that while preparing lesson plan for cooperative learning he take in to consideration the need of students with VI. For example while teacher talk about content that needs more verbal explanation, he gives more verbal explanation on the content. Lyser and Kirk, (2004), found that general education teacher generally use learning

strategies directed towards the class as whole with only minor or no modification for inclusive classroom in which students with different disabilities are found. To applying cooperative learning in inclusive classroom, teachers who have traditionally worked in general education will need to find new ways of collaborating and sharing experience with other professional. Pfeiffer, (1995) stated students with visual impairment often require adaptation to access the general education curriculum to participate in all classroom activities. The lesson for the learners with visual impairment can be presented through verbal description, audio text and touching it is advised that provision of multiple ways of representing the lessons help deeper understanding of the concepts as well as enabling more learns to participate in the lesson (Mcguine Scof and shaw, 2006).Classroom observation results also indicate that organizing class for cooperative learning, delegating students to help each other during cooperative learning, explain objective of the lesson to the students, promoting individual ability, forming heterogeneous grouping, monitoring students activities in cooperative learning, summarizing lesson of cooperative learning, and making students to be active through cooperative learning is by far less as expected from teachers. Emmer & Gerwells, (2002) suggested that effective cooperative learning lesson characterized: high individual accountability, higher teachers monitoring and use of manipulative, task interdependent at a high amount of feedback.

Teachers are central to any success of implementation of cooperative learning. It is important that teachers set guidelines for cooperative learning. The quality of education depends on the quality of teacher. Many teachers have poor training in special education to properly prepared lesson plan to teach students with disabilities cooperatively with students without disabilities. Regarding the training, few school principals gives training on Braille and sign language skills. But in all school administrations do not prepare any special training on how teachers can handle the need of both students with and without disabilities by using cooperative lesson plan. For implementing cooperative learning in inclusive classroom, teachers who have traditionally worked in general classroom will need to find new ways of collaborating and sharing their knowledge (Areset.al, 1992).

5.4 Contribution of Cooperative Learning for Interdependence Among all Students

The forth basic question of this study were to examine the positive aspects of cooperative learning into developing relationship among the group members of the cooperative learning team and it

aimed to indicate whether all group members were benefited social, academically and psychological from cooperative. To collect data to answer this question interview, class observation and FGD were done.

As data from interviewed teachers and students most of the time in cooperative learning group only the group leader were active whereas the rest group members were depend on the leader. Due to this dependence the rest members may be develop dependency in educational activities including, classwork and group presentation were done by group leader. Oppositely others respondents said that both sighted and students with visual impairments in cooperative learning takes responsibilities equally, share knowledge and material honestly, motivate each other. Some of students' responses that they have interest and willing to participate in cooperative learning with their sighted peers.

In relation to this other informants from Ats-Libna Dingle school narated;

...To get the expected outcome relating the positive interdependence from this strategy We have to be careful on its application... the application of cooperative learning should not be equal for all children because there are variations among the students; for example, there are sighted and students with visual impairments...in our school it could be more applicable for the sighted students... but for students with visual impairments have no values rather than the name only, in the name of cooperative learning we make dependency on other

In similar way the FGD with students with visual impairments and sighted students which were selected from eight Schools show as cooperative learning is important for the positive relationship among students because students with visual impairments lack much information due to mobility barriers and sighted students can help them by providing information and by assisting them as sighted guide. Students with visual impairments explain that as they were very interested in learning and staying together with sighted students, and they confirm that they do not want to be segregated from this type of school activities. Furthermore, FGD with student reported that as it would be good if they in cooperative learning at which they share knowledge and life experiences equally. They also confirmed that cooperative group promote their inclusion which can develop the participation of person with disabilities including students with visual impairments in culture and identity, academic achievement, social interaction, and communication of in other life issues.

On the other hand, most of the informants from eight school reported learning and working in cooperative group improve the educational achievement of all children including students with visual impairments. They said cooperative learning can improve the academic achievement of the students with visual impairments if the teachers were trained, qualified, experienced, who have work commitment and can cooperate with special teachers and the students also have trained how they share responsibilities and time equally.

Similarly literatures in previous studies showed that as cooperative learning method can increase interpersonal relationship among students. In cooperative learning students exercise their communication skill and practice work with their peers in group activities. Freeman, (2000), stated that in cooperative learning students can exercise their collective skills and practice working with others to reach common benefit for every one rather than thinking individually. When learners work interdependently, it can increase their feelings of supporting each another, and develop their self-esteem (Canan, 2009, Weimer, 2011). Cooperative work affects students' development of autonomy, sense of purpose, and building and maintaining of mature interpersonal relationships. Cooperative learning leads personal development of students by promoting self-confidence, and positive attitude amongst them, while working collectively in a group in order to solve a given task (Naseem & Bano 2011). Engaging students in the learning process increases their participation and allows students to understand how subject material relates to their experiences. If lessons are viewed as relating to the experiences of students in the classroom, and thus a valid application to real life expectations, student motivation will increase. One of the most advantage of cooperative learning is to increase the academic outcome of students, when students learn in cooperative learning groups can discuss, share their knowledge and educational materials among their group member, sense cooperative learning formed form different student, lower achiever is learn from higher (Slavin & Cooper, 1999). They also suggested that achievement of students by providing them with increased opportunity to learning from each other, and for encouraging each other for group success. Drakeford (2012) indicated that cooperative learning has positive effects on educational achievement, especially for students with different disabilities.

The other benefit of cooperative learning were psychological. Some students in some case feel anxious to speak in front of the class. In contrast, there is less anxiety connected with speaking in the smaller. In small cooperative learning groups each students have opportunity to discuss and

share their idea among their groups and build good self-esteem because cooperative learning create, safe, nurturing environments, and is where solution came from the groups rather than from the individual and errors are corrected in the group before they are presented to the class (Iscaal, 2000). Totally the finding of this study and the above literature is similar which means it indicated that cooperative learning were increase interdependence between students.

Chapter Six

Conclusion and Recommendation

This section summarize the overall process of the study, draws, conclusion on the finding and forward recommendation on how to increase the participation of all students and how to implement cooperative learning effectively.

6.1. Conclusion

On the basis of the entire study and summary made above, the following conclusions are drawn.

The majority of the respondents indicated that cooperative learning has great advantage for all students who are learning in inclusive classroom. Even though there are a lot of barriers to apply cooperative learning in scientific way, the level of participation students with visual impairment is medium. Moreover, the initial practice of cooperative learning has good outcome which is make interdependence between students. But still schools facilities, class room arrangements and teachers lesson plan preparation for cooperative learning needs some improvements.

6.2. Recommendation

Based on the finding of the study, the researcher would like to forward the following recommendations for the improvement of students' classroom participation and implementation of cooperative learning.

- As results indicate participation of students with visual impairments in cooperative learning were medium. So to improve their level of participation, class room teachers should design strategy to implement cooperative learning in scientific way.
- Addis Ababa educational office must providing adequate training for teachers on planning and preparing lesson plan that support inclusive classroom.
- Teachers have to establish mutual goal, assenting roles to individual, strengthening sharing identity among students, for make equitable participation.
- Cooperative learning need, accessible classrooms, so it is the responsibility of all school members to make accessible and comfortable environments for learning.

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APPENDIX-A
ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENTS OF SPECIAL NEED EDUCATION

Research Questions that filled by students

Dear students the main objective of this study is to investigate the level of participation of students'' with visual disabilities in cooperative learning. Thus, the researcher kindly request you to provide the required information genuinely. Your contribution is highly important for the success of this study. Your name is not necessary in this information.

Personal inform

1. Name of the school-----
2. Sub city -----
3. Age-----
4. Sex-----
5. Grade level -----
6. Degree of disability-----

Below are items related to your participation in cooperative learning and how you cooperatively learn with sighted peers' .Please give your response to each item based on your understanding. Your response could vary from "strongly agree" to "strongly disagree" and use a tick "√" mark to give your responses.

Key: 5. strongly agree 4.agree 3.unsertian 2 disagree 1.strongly disagree

No	Items	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	I feel confident when our cooperative group is successful in our learning					
2	I am responsible for completing a given group tasks in our cooperative learning					
3	I take part in providing effective group leader for our cooperative learning group					
4	I am ready to share my knowledge for other students' during cooperative learning					
5	I have equal chance in decision making in the process of cooperative learning					
6	I get sufficient material supports from the school in the process of cooperative learning					
7	Students' without visual disabilities share their educational material during cooperative learning					
8	Cooperative learning process enhance my participation in class among my peers'					
9	Cooperative learning in our school is dominated by sighted students'					
10	Cooperative learning process enhance my problem solving skill capacity					
11	Cooperative learning makes me more achiever when I work together with other rather than alone					
12	In our groups activities I have good ability to manage conflicts when raised in the process of cooperative learning					
13	Lesson plan prepared by teachers' consider all diversity needs to be active participant in cooperative learning					
14	In our groups we motivate each other to accomplish beyond our individual achievement					
15	Our teachers' review the overall lesson at the end of our cooperative					

	learning process					
16	Cooperative learning process enhance my problem solving skill capacity					
17	Our school is implementing cooperative learning in scientific way that encourage the participation of all students					
18	There is no suitable sized work stations for implementing cooperative learning					
19	There is adjustable desks to allow students to get as close to their work in cooperative learning					
20	The classrooms is free from noise and conducive for implementing cooperative learning process					
21	Most of the time, our teachers' uses students-centered approach					
22	The teachers' goes around the class and follow each groups activities					

APPENDIX-B
ADDIS ABAB UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENTS OF SPECIAL NEED EDUCATION

Interview Guides for Teachers'

The interview has two parts. The first one deal with teachers' personal information and the second part is questions on teachers' view towards the level of participation of students with visual impairments in cooperative learning.

Personal Information

1. Name of the school-----
2. Sub city-----
3. Age-----
4. Sex -----
5. Qualification -----

Questions related to the participation of students with visual impairments in

Cooperative Learning.

1. How is the participation of students with visual impairments in cooperative learning? Do they perform classroom activities independently or depend on other sighted peers?
2. Do you think that the classroom condition is conducive for students with visual impairment to participate in cooperative learning?
3. How far you prepare lesson plan that take in to consideration the need of both students with visual impairments and without visual disabilities to teach them by using cooperative learning approach?
4. What kinds of motivational activities do you use to increase the participation of students with visual impairments in cooperative learning?
5. How do you explain the relationship between students with and without visual impairments in the classroom activities in cooperative learning?
6. Do your school implement cooperative learning in scientific way?
7. Do the school principals give training you on how to use cooperative learning in inclusive classroom?
8. To what extent the school provide necessary educational material for the students with visual impairments to encourage their participation in cooperative learning.

APPENDIX-C
ADDIS ABAB UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENTS OF SPECIAL NEED EDUCATION

Class room Observation checklist

The main purpose of this observation checklist is to indicate the activities practiced in the classroom in relation to the participation of students with visual impairments in cooperative learning. The activities are marked in the category of Yes/No on the basis of whether they happen or not in the classroom.

General information

School observed-----

Sub city-----

Class observed: Grade-----

Time-----

Number of students' in class: -----

Teachers' Role

No	Teachers' Role
1	The teachers' organizes the class for employing cooperative learning
2	The teachers' delegates roles to group members in cooperative learning
3	The teachers' explains the objectives of the activities
4	The teachers' asks question individual to promote individual accountability
5	The teachers' arranges the students' in heterogeneous grouping
6	The teachers' goes around the class and follow each groups activities
7	The teachers' summarize the lesson at end of cooperative learning
8	The teachers' encourages students to become active participant

Students' Role

No	Students' Role in cooperative learning
1	Students' are sharing roles and tasks equally.
2	Students' simply listen to other students discussion
3	Students' are demonstrating what they discussed in their groups
4	Few students' dominate group activities
5	Students' have willingness to ask and give answer for questions

Classroom Accessibilities

No	Item related to classroom condition
1	The classroom is free from any noise for implementing Cooperative learning
2	There is suitable sized work stations for implementing cooperative learning
3	The number of students is manageable.
4	There are adjustable desks to allow students to get as close to their work in cooperative learning

APPENDIX-D
ADDIS ABAB UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENTS OF SPECIAL NEED EDUCATION
Students Focus Group Discussion

This group discussion was done among students with visual impairments and sighted students. The researcher facilitate and control the group. Accordingly the researcher take a note during the discussion.

1. Do all member of your group members share tasks and responsibilities equally in completing group work or sighted students dominate the activities?
2. Do all member of your group members motivate each other to accomplish beyond your individual achievement? If not why?
3. Do you think that cooperative learning create areal collaboration among your group members? If not why?
4. Do you share your knowledge honestly for your group member?
5. Do you think that cooperative learning increase your classroom participation?

ተ. ቁ	መጠይቅ	በጣም እስማማለወ.	እስማማለወ.	አልወሰንኩም	አልስማማም	በጣም አስማማም
1	በክፍል ውስጥ በሱት ወንበሮች መሀል የለዉ ክፈተት እየተዘዋወርን የተለየ ተግባራትን ለመስራት ምቹ ነው					
2	የአንድ ለአምስት ቡድኖችን በትምህርት ላይ ፍሬያማ ሲሆን በራስ የመተማመን ስሜት ይሰማኛል					
3	ከሌሎች ተማሪዎች እርዳታ ማግኘት ብቻ ሳይሆን ባለኝ እውቀት ሌሎች የቡድን አባላትን ለመርዳት ፍቃደኛ ነኝ					
4	በአንድ ለአምስት ቡድኖችን ውስጥ የሚሰጠውን የቡድን ስራዎችን በመስራት ኃላፊነቴን እወጣለሁ					
5	በአንድ ለአምስት ቡድኖችን ውስጥ ውጤታማ የቡድን መሪ እንደመረጥ የራሴን ድርሻ እወጣለሁ					
6	በአንድ ለአምስት ቡድኖችን ተግባራት ላይ እኩል ውሳኔ የመወሰን እድል አለኝ					
7	በአንድ ለአምስት የመማር ሂደት ውስጥ በቂ ቁሳዊ ድጋፎችን ከትምህርት ቤታችን አገኛለሁኝ					
8	አንድ ለአምስት የመማር ማስተማር ዘዴ በክፍል ውስጥ ያለኝን ተሳትፎ እንዲያደግ ረድቶኛል					
9	አንድ ለአምስት የመማር ማስተማር ዘዴ ችግሮችን የመፍታት ችሎታዬን አዳብሮልኛል					
10	በአንድ ለአምስት መማሪያ ለብቻዬ ከማስመዘግብው ውጤት በላይ ውጤታማ እንደሆን ረድቶኛል					
11	በአንድ ለአምስት ቡድኖችን የመማር ሂደት ውስጥ የሚከሰቱ ግጭቶችን የመፍታት ጥሩ ችሎታ አለኝ					
12	በአንድ ለአምስት የማስተማር መማር ዘዴ ውስጥ ማየት የሚችሉ ተማሪዎች የትምህርት መሰርያ ለመለዋወጥና ለመዋዋስ ፈቃደኛ ናቸው					
13	መምህራን የትምህርት እቅድ ሲያዘገጁ ሁሉንም ተማሪዎች በአንድ ለአምስት ለማመር ንቁ ተሳትፎ እንዲኖራቸው ታሳቢ ያደረገ ነው					

14	መምህራን በአንድ ለአምስት የተማርነው ትምህርት ዋና ዋና ነጥቦች በክፈለ ጊዜው መጨረሻ ላይ ማጠቃለያ ይሰጣሉ					
15	ትምህርት ቤታችን በአንድ ለአምስት የመማር ማስተማር ዘዴ በሳይንሳዊ መንገድ ይተገብራል					
16	አብዛኛው ጊዜ መምህራን የሚጠቀሙት ተማሪ ተኮር የማማር መስተማር ዘዴ ነው					
17	በአንድ ለአምስት ቡድን በምንመርበት ጊዜ መምህራችን በክፍል ውስጥ እየተዘዋወረ እያንዳንዱን ቡድን ይከታተላል					
18	የወንበሮች አቀማመጥ የተለያዩ የቡድን ስራዎችን እና ተግባራትን ለመስራት ምቹ ናቸው					
19	በአንድ ለአምስት ቡድኖችን ውስጥ በአባላቱ መካከል ጠንካራ የሆነ የመደጋገፍ ልምድ አለ					
20	የመማሪያ ክፍል ከድምፅ ብክለት ነፃና በአንድ ለአምስት ለመማርና ለመተግበር ምቹ ነው					
21	በአብዛኛው ጊዜ በአንድ ለአምስት ቡድኖችን ውስጥ ማየት የሚችሉ ተማሪዎች የቡድን ስራ በበላይነት ይሰራሉ					
22	የመማሪያ ማስተማሩን ከመምህር-ተኮር ወደ አንድ ላአምስት (ተማር-ተኮር የማስተማር ዘዴ) ሲቀየር መምህሩ የትምህርት እቅዱን ከአንድ ለአምስት ዘዴ ጋር በማስማማት ቀይርዋል					

አባር- ለ
አዲስ አበባ ዩኒቨርሲቲ
የሥነ ጥናትና ጥናት ኮሌጅ
የልዩ ፍላጎት ትምህርት ክፍል

ለ መምህራን የተዘጋጀ ቃለ መጠይቅ

የዚህ ጥናት ዋና አላማ አይነ ስውራን ተማሪዎች በአንድ ለአምስት ማስተማር ዘዴ ውስጥ ያላቸውን ተሳትፎ ምን ይመስላል፡ የሚለውን ለማወቅና ከሌሎች ማየት ከሚችሉ ተማሪዎች ጋር እንዴት እንደሚማሩ ለማወቅ ለሚጠናው ጥናት መረጃ ለመሰብሰብ ሲሆን ጥናቱ ዓይነ ስውራን ተማሪዎች በአንድ ለአምስት ውስጥ ያላቸውን ተሳትፎ እንዲያሳድጉ ይረዳል ተብሎ ይታመናል።

ሀ. የግል መረጃ

- 1. የትምህርት ቤት ስም _____ 5. ክ/ከተማ _____
- 2. የታ _____ ሀ. ወንድ _____ ለ. ሴት _____
- 3. የስራ ልምድ _____
- 4. የትምህርት ደረጃ _____

ለቃለ መጠይቅ የተዘጋጁ ጥያቄዎች

- 1. የአይነ ስውራን ተማሪዎች የክፍል ተሳትፎ ምን ይመስላል? በክፍል ውስጥ የሚከናወኑ ተግባራትን በራሳቸው ይሠራሉ ወይስ ማየት ከሚችሉ ጓደኞቻቸው ላይ ጥገኛ ይሆናሉ?
- 2. የመማሪያ ክፍሎች ለዓይነ ስውራን ተማሪዎች በአንድ ለአምስት ለመማር ምቹ ነው ብለው ያስባሉ? ከሆነ ምን ምን ተሟልቷል? ያሉት ችግሮችስ _____
- 3. የዓይነ ስውራን ተማሪዎችንና ማየት ይሚችሉ ተማሪዎችን ፍላጎት መሠረት ያደረገ የትምህርት ዕቅድ ያዘጋጃሉ? በምን መልኩ?
- 4. በአንድ ለአምስት የመማር ሂደት ውስጥ የዓይነ ስውራን ተማሪዎች ተሳትፎን ለማጎልበት ምን ዓይነት አበረታች ተግባራትን ይጠቀማሉ?

5.በትምህርት ቤታችሁ ውስጥ አይነ ስውራን ተማሪዎችና የማየት ችግር የሌለባቸው ተማሪዎች መካከል ያለውን ግንኙነት እንዴት ይገልጻሉ

6.ትምህርት ቤታችሁ ለአይነ ስውራን ተማሪዎች የትምህርት ቁሳቁሶች ምን ያህል አሞልተዋል?

7.ከትምህት ቤታችሁ በአንድ ለአምስት የመማር ዘዴ ውስጥ ዓይነ ስውራን የሆኑ ተማሪዎችንና የማየት ችግር የሌለባቸው ተማሪዎች በጥምረት እንዴት ማስተማር እንዳለባቸው ስልጠና የጋኛሉ?

8.በትምህርት ቤታችሁ ውስጥ የአንድ ለአምስት የመማር ማስተማር ዘዴ በሳይንሳዊ መልክ እየተገበረ ነው ብለው ያስባሉ? ካልሆነ ለምን?

አባር- ሐ
አዲስ አበባ ዩኒቨርሲቲ
የስነ ባህርና ጥናት ኮሌጅ
የልዩ ፍላጎት ትምህርት ክፍል

የክፍል ምልክታ

የአንድ ለአምስት ተግባራዊ የሚሆንበት ከመምህራንና ከተማሪዎች ጋር እንዲሁም ከክፍል ሁኔታ ጋር ተዛማጅነት ያላቸውን ነጥቦች የተከተቱበት ነው። ይህ ቅፅ የሚሞላው በአጥንኝነት ነው።

መረጃ

1. የትምህርት ቤት ስም _____
2. ክ/ከተማ _____
3. የምትይ ክፍል _____
4. ስክት _____
5. የኢሉቱ ትምህርት _____
6. በክፍል ውስጥ የሉ የተማርዎት ብዛት _____

ተ.ቁ	ከመምህሩ ሚና ጋር ተዛመዳለት የለቸው ነጥቦች
1	መምህሩ በአንድ ለአምስት የመማር ማስተማሩን ዘዴ ለመተግበር ክፍሉን ይቀናጃል
2	መምህሩ የትምህርቱን አላማ ግልፅ ያደርጋል
3	መምህሩ ለእያንዳንዱ ቡድን የስራ ድርሻ ያካፋፍላል
4	መምህሩ በክፍል ውስጥ እየተዘዋወረ እያንዳንዱን ቡድን ይከታተላል
5	መምህሩ ተማሪዎች የግል ኃላፊነታቸውን እንደተወጡ ለማወቅ ጥያቄዎችን ይጠይቃል
6	መምህሩ የተለያዩ ፍላጎት ያላቸው ተማሪዎች ስብጥር በአንድ ቡድን ወስጥ እንዲካተቱ ተደርጓል
7	መምህሩ በተማሪዎች ስራ ላይ ግብረመልስ ይሰጣል
8	መምህሩ የተማሪዎችን ተሳትፎ ይበረታታሉ

ተ.ቁ	ከተማሪዎች ሚና ጋር የተያያዙ ነጥቦች
1	ተማሪዎች እኩል የስራ ድርሻን ይካፈላሉ
2	ተማሪዎች ሀላፊነታቸውን በትክክል ይወጣሉ
3	ተማሪዎች በቡድናቸው የተወያዩትን ገለጻ የደርጋሉ
4	ተማሪዎች ግልጽ በሆነ መንገድ ይወያያሉ
5	ተማሪዎች ከክፍል ጎደናጋር ለመቀነጀት ፍቃደኛናቸው

ተ.ቁ	ከክፍል ሁኔታ ጋር የተያያዙ ነጥቦች
1	የወንበሮች አቀማመጥ የተለያዩ የቡድን ስራዎችን ለመስራት መወቅ ነው
2	በክፍል ውስጥ በሉት ወንበሮች መሀል የለው ክፈተት እየተዘዋወርን የተለያዩ ተግባራትን ለመስራት ምቹ ነው
3	የመማሪያ ክፍሎቹ ከሚያውኩ ድምፆች ነፃና በአንድ ለአምስት ለማምረ ምቹ ነው
4	የተማሪ ቁጥር ለመቆጣጠር አመቺ ነው

አባር- መ

አዲስ አበባ ዩኒቨርሲቲ

የስነ ጥናትና ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ክፍል

የተማሪዎች የቡድን ውይይት

1. በአንድ ለአምስት ስትሚት ሁሉም የቡድኑ አባላት እኩል የስራ ኃላፊነቱን ትወጣላችሁ? ወይስ ማየት የሚችሉ ተማሪዎች የቡድን ስራውን በሰላይነት ይሰራሉ?
2. በአንድ ለአምስት ስትሚት የክፍል ተሳትፎአችሁን ወደ ተሻለ ደረጃ ለመድረስ እርስዎ በርስ ትረዳላችሁ?
3. በአንድ ለአምስት በምትማሩበት ጊዜ የእያንዳንዳችሁ ሀሳብ ተቀባይነት አለው? ወይስ ማየት የሚችሉ ተማሪዎች ሀሳብ ብቻ ነው ተቀባይነት ያለው?
4. በአንድ ለአምስት በመማራችሁ በቡድናችሁ አባላት መካካል የአንድነት ስሜት እንድናገኝ አድርጓል?
5. በአንድ ለአምስት በምትማሩበት ጊዜ ያላችሁን እውቀት በግልፅ አውጥተችሁ ከቡድናችሁ አባላት ጋር ትወያያላችሁ?

Declaration

I, the undersigned, declare that the thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been daily acknowledged.

Name Birtukan Abreham

Signature _____

Date _____

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

Advisor. Name: _____

Signature: _____

Date: _____