



COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

**PRACTICE AND CHALLENGES OF COOPERATIVE LEARNING IN WOLKITE
UNIVERSITY, THE CASE OF COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

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COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF PEDAGOGICAL SCIENCE

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ACRONYMS AND ABBREVIATION

CEBS-collage of education and behavioural sciences

CIS-Curriculum and instructional supervision

MOE-Ministry of education

WKU- Wolkite University

ABSTRACT

The main purpose of this study was to assess the practice and challenges of cooperative learning in wku, the case of college of education and behavioural study, to identify factors affecting the practice and challenges of cooperative learning in wku. To this end mixed approach (quantitative and qualitative approaches) were used to conduct the study. The study was conducted in Wolkite University, college of Education and Behavioural Sciences third year students. Data were collected from 60 students including the group leaders. In the selection of the sample, simple random sampling technique was used. The instruments of data collection were questionnaire, interview and observation. The collected data through close ended questionnaire were analysed using a percentage however data collected through open ended questionnaire; interview and observation were analysed qualitatively by using word explanation. The findings of the study proved that the implementation of cooperative learning was low due to several factors affecting the implementation of cooperative learning , including loafing habit, negative attitude of students towards cooperative learning,, dependency, student boring, lack of mentor commitment/motivation, groups and leaders are not arranged every semester, lack of mentors awareness , lack of mentors awareness, Lack of providing material support Finally, the following recommendations were forwarded, it is important to conduct the collage be Providing material support for groups, Creating awareness for mentors and students is the important one to reduce the challenge of cooperative learning through short term training, Increase the motivation of group leaders through providing short term training or reinforcement, Change group members and leaders semesterly based on their current GPA, “Assigning interested and committed mentors create awareness are some of the recommendations forwarded on this paper.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

The cooperative learning utilities cooperative or group activities among students to enhance students understanding of science and engineering topics. Cooperative Learning provides an active learning environment that creates leadership roles for undergraduates, and engage faculty in a creative and resolution any new method of teaching and is an instructional approach that provides and environment for students to engage in intellectual discussions and work in problem solving teams under the guidance of a group leader,(Huss-Lederman, S., Chinn, D., &Skrentny, J.2008).

Like many cooperative learning strategies, the model encourage students to actively engage in their own learning differing from traditional cooperative learning strategies to the students in a setting outside lecture and without direct instructor intervention (Cracolice, M. S., & Deming, J. C. (2001)).

The cooperative learning however remains abstracted the sense in which we use it here suggests a two way reciprocal learning activity cooperative learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience among the participants. It can be described as a way of moving beyond independent to interdependent of mutual learning (Varma-Nelson, P. (2006)).

The Cooperative Learning model involves teams of five and above students. Each with a group leader who has recently have high GPA and in addition group leaders should demonstrated good communication skill and leadership potential the group leaders facilitate group work among the team of students and cooperative learning plays an important role in changing teaching learning environment for betterment of learners and their academic achievements. Due to the limitations of conventional approaches such as lecturing, which give too much chance for teacher to talk, cooperative learning is among

the most well researched of all teaching strategies for maximizing their own learning and the academic accomplishments for their classmates (Gulfon, E., & Obsa, O. 2015).

1.2 Statement of the problem

The cooperative learning model is power full for the students; it increases their enthusiasm for the study of science and increases their success. In the course for the cooperative learning leaders the experience of working with faculty and guiding other through a difficult course is unforgettable and can have profound effects on the leader's growth for faculty, the model opens new sense of community. The cooperative learning model is robust and has been successfully employed in a variety of institution including community college. Cooperative learning is become an increasingly important part of many courses and it is being

used in a variety of contexts and disciplines in many countries but from our observation in WKU specifically CEBS students cannot learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers ,they cannot develop skill In organization and planning learning activities, cannot working collaboratively with others, cannot giving and receiving feedback and not evaluating their own learning ability.

According Gulfon, E., & Obsa, O. (2015),although Cooperative learning has been implemented widely in Ethiopian Higher Education Institutes (EHEI), the program has not been effective to the expected extent along with the following points withdrawn after need assessment: perception of students towards this particularly approach, one-to-five cooperative learning, is not widely accepted as it is considered as, by many students, a means of increasing marks, is believed to be discouraging talented students and focus more of low achievers. Due to this much of the evidences suggest that many instructors in the university still cling to the notion of expounding knowledge to their students rather than engaging them in discovering such knowledge through active learning. but because of this research that studied at welaita sodo university is possessed across College of Agriculture and Participant students in this research are 2nd year aged between18-20 so

researchers want to study another research in WKU collage of CEBS within three department because it can differ from one university to another university and the researcher focus on 3rd year students because they may have more experience on cooperative learning than the 1st and 2nd year students and in addition to this the research that studied in welaita sodo university is focused on the attitude of students towards cooperative learning and it resulted that, students attitude towards that is negative. So that researcher wants to study the challenges and practice of cooperative learning in Wolkite University in the collage of CEBS.

1.3 Research question

This study aims to answer the following fundamental research questions.

- To what extent cooperative learning is practiced in CEBS?
 - What are the challenges of cooperative learning?
 - What are the possible strategies to minimize the challenges of cooperative learning?

1.4 Objectives of the study

This study has general and specific objectives.

1.4.1 General objectives

The general objective of the study is to assess the practice and challenges of cooperative learning in CEBS.

1.4.2 Specific objectives

- To assess the extent to which cooperative learning is practiced in CEBS.
- To identify the challenge of cooperative learning.
- Suggest possible strategies to minimize challenges of cooperative learning.

1.5 Significance of the study

It is very significant to the student in order to enhance or solve the challenges with their cooperative learning consequently when they solve their problems or challenges of cooperative then their interpersonal relationship become increase and their motivation to

discuss in group increase and also their academic achievement and their communication ability can be enhance.

And also it is so important and significant to the collage to design new curriculum that help to the area of student cantered style of learning or cooperative learning in addition to this it also significant to teachers of the collage to aware them to what extent they had been helping to cooperative and how they enhance the way.

And it is significant for ministry of education to create awareness to all educational institutions in order to practice cooperative learning well and to minimize the challenges of cooperative learning accordingly.

1.6 .Delimitation of the study

The study is delimited conceptually to practices and challenges of cooperative learning and geographically to collage of educational and behavioural science in WKU.

1.7. Operational definition of terms

Challenges -the obstacles that make the cooperative learning so weak based on this study.

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

CEB, Cooperative learning is an old idea in education, which has experienced a substantial revival in educational research and practice in the past few years. The term refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance. Laboratory research on the effects of cooperation on performance and other variables was already under way in the 1920's (see Mailer, 1929), but only recently have the principles of cooperation been made into practical programs for use in schools and evaluated as such. This paper presents a general theory and typology of cooperative learning, reviews the research on practical cooperative learning programs, and draws implications from this

research for a new model of classroom instruction based on cooperation as a dominant instructional mode.

1.8 Organization of the study

This study was organized into five chapters. The first chapter is the introductory part which consists of the background of the study, a statement of the problem, objectives of the study, and the significance of the study. The second chapter consists of a review of related literature that covers theories and different factors of cooperative learning, some practices, and an overview of CEBS. The third chapter elaborates the method of the study which includes the research method, sampling technique, data collection instrument, and method of data analysis used in conducting the study and consists of time and budget allocation. The fourth chapter provides analysis and interpretation of the data. The fifth chapter provides summary of the findings, conclusion and recommendation of the study and finally list of references with the important information of the paper in the appendix.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concepts of Cooperative Learning

Cooperative learning is a proven method of small-group cooperative learning used at colleges and universities all over the world. Cooperative Learning groups typically consist of 1-5 students who work together to solve problems, and are facilitated by a group Leader. Cooperative learning plays an important role in changing teaching learning environment for betterment of learners and their academic achievements. Due to the +limitations of conventional approaches such as lecturing, which give too much chance for teacher to talk, peer learning is among the most well researched of all teaching strategies for maximizing their own learning and the academic accomplishments for their classmates. Cooperative learning changed the theory of traditional methods of teaching, which have insufficient to teach so there is need to integrate it with cooperative learning which is student-centered approach used to change teaching learning environment for betterment of learners and their academic achievements (Kiran *et al.*, 2012).

According to Johnson, et al., (1991), cooperative learning exists when students work together to accomplish shared learning goals. Similarly Murdoch and Wilson (2004) emphasize that cooperative learning is not merely having students sitting together and talking about their individual needs, or a case of only one or two students doing the whole work on behalf of others, but cooperative learning is a process of sharing of ideas and thoughts among each members in the group. Therefore, cooperative learning can be stated that it is the umbrella term for a variety of educational approach involving point intellectual effort by students to work together on a common task; supporting and encouraging one another to improve their learning through inter dependence and cooperation with one another (Larry & Hartman, 2002).

2.2. Cooperative learning Versus Collaborative learning

The terms cooperative and collaborative learning are often used interchangeably, but according to some, there are differences between the two. This is reasonable, as both favor small group active student participation over passive lecture based teaching and each require a specific task to be completed. Each strategy inherently supports a discovery based approach to learning. The two methods assign various group roles though collaborative learning can have fewer roles assigned. In both situations, student member are required to possess group skills though cooperative learning may include this resides, but cooperative learning usually more structurally defined than collaborative learning (Cooper and Robinson, 1997;Smith & MacGregor,1992).

As Rockwood(1995) characterizes the difference between these methodologies as one of the knowledge and power ; cooperative learning is the methodology of choice for fundamental knowledge (i.e. traditional knowledge) while collaborative learning is connoted to the social constructionist's view that knowledge is a social contract. He further distinguishes these approaches by the instructor role; in cooperative learning the instructor is the center of authority in the class, with group task usually more closed ended and often having specific answers. In contrast, with collaborative learning the instructor abdicates his/her authority and empowers the small groups who are often given more open ended, complex tasks. Cooperative learning is considered to be the most structured approach to learning in groups while collaborative learning is less structured (Paritz 1997). In cooperative learning, the structure is imposed by the teacher and is designed to achieve a specific goal or and product.

As Bruffee (1995), proposed cooperative learning is more appropriate for use with elementary school children while collaborative learning is better suited for adults including college and university students, with cooperative learning, it is assumed that elementary school children do not have the social skills required to work effectively together. But in collaborative learning, it is assumed that students already have the necessary social skills and the motivation to reach their point learning goals (Matthews et. al.1995).

Moreover, in collaborative learning environments, students should be responsible for the governance and evaluation of their groups. In relation to this, Bruffee (1993), stated that use of collaborative learning activities involves a pre- acculturation process for the teacher and the students. This occurs because collaborative learning experiences allow delegation of decision- making to the students where as it has been traditionally placed with the teacher. Proponents of collaborative learning advocate a more democratic process, giving students more power than in traditional instruction (Pradl 1991).

Finally cooperative learning is seen as more appropriate for knowledge that is foundational such as learning facts and formulas, while collaborative learning is seen as being better suited for learning non- foundational higher order knowledge, which requires a critical approach to learning (Bruffee, 1995).

2.3. Types of Cooperative Learning

Johnson et al. (2002), describe three types of cooperative learning. These are formal cooperative learning, informal cooperative learning and cooperative base group.

2.3.1. Formal cooperative learning

Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments. In formal cooperative learning groups teachers; make a number of pre- instructional decisions, specify the objectives for the lesson (both academic and social skills) and decide on the size of groups. The method of assigning students to groups, the roles students will be assigned, the materials needed to conduct the lesson, and the way the room will to arrange, explain the task and the positive interdependence. A teacher clearly defines the assignment, teachers the required concepts and strategies, specifies the positive interdependence and individual accountability gives theoretical for success, and explains the expected social skills to be used (Johnson et.al,2002).

2.3.2. Informal cooperative learning

Informal cooperative learning consists of students working together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period. During a lecture, demonstration or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and pre- cue the next session, and provide closure to an instructional session. The procedure for using informal cooperative learning during a lecture entails having three- to five minute focused discussions before and after the lecture (i.e. book ends) and two to three- minute inters perusing pair discussions throughout the lecture(Johnson,et. al,2002)

2.3.3. Cooperative base groups

Cooperative base groups are long- term, heterogeneous co- operative learning groups with stable membership whose primary responsibilities are to provide support, encouragement and assistance to make academic program and development cognitively and socially in healthy ways as well as holding each other accountable for striving to learn. Typically, cooperative base groups are heterogeneous in membership, meet regularly (e.g. daily or biweekly), last for the duration of semester, year, or until all members have graduated. When students know that the base group will stay together for some time, they become committed to find ways to motivate and encourage their group mates and solve any problems in working together (Johnson et. al, 2002).

2.4. Elements of cooperative learning

Johnson and Johnson (1991) described five elements of cooperative learning. These are positive interdependence, individual accountability, promotes face to face interaction, interpersonal skills and group processing.

2.4.1. Positive interdependence

Positive interdependence is the most important elements of cooperative learning. It exists when students perceived that they cannot succeed unless others do and they must learn to co- ordinate their efforts to ensure that this occurs. Cohesiveness develops in the group as

direct result of the perception of goal of interdependence among group members (Deutsch, 1949). When positive interdependence is understood, each member's efforts are indispensable to the success of groups.

2.4.2. Individual accountability

Individual accountability is also essential elements of cooperative learning. It occurs when members accept responsibility for their part of the task and actively facilitate the work of others in the group. Johnson and Johnson (1990), maintains that individual accountability can be established in two different ways. The first is through structuring for positive interdependence among group members so that they will feel responsible for facilitating each other's efforts. The second is through the teacher establishing requirements for individual accountability so that teach students contribution to hence ensuring that each individual is responsible for completing their assigned work or task in.

2.4.3. Pro-motive face to face interaction

Pro motive face to face interaction is the third elements of cooperative learning. It involves individuals encouraging and facilitating each other's efforts as they work together on the group task children encourage and facilitate each other's efforts by providing explanations and information to assist understanding, constructive feedback to improve performance with a task and access to needed materials and resources. Furthermore, as children interact they are more likely to get know each other as individuals and this forms the basis for caring and committed relationship (Johnson & Johnson 1990).

2.4.4. Interpersonal Social Skills

Cooperative learning groups set the stage for students to learn social skills. These skills help the learners to build strong cooperation among group members, leadership, decision making, trust building communication and conflict management skills are social skills that can be developed by cooperative learning (Nunan, 1992). Children cooperative and work better together when they have been taught the interpersonal and small group skills needed to facilitate interaction and involvement with each other (Johnson & Johnson, 1990).

2.4.5. Group processing

It is the fifth essential element of cooperative learning. This involves members determining what they have done well and what they will need to do to achieve the group goals in other words giving group members the opportunity. To reflect on the learning process has clear academic and social benefits. Johnson (1990) found that when students assigned to cooperative learning condition with teacher and group processing, they demonstrated greater individual and group problem solving success than students in the remaining cooperative (no group processing or teacher processing condition or the individual condition).

2.5. Benefits of Cooperative Learning

The primary benefit of cooperative learning is that enhance students 'self-esteem which in turn motivates students to participation in the learning process (Johnson and Johnson 1989). It is also develops positive student- teacher attitudes. As Gillies (2003); Gillices and Ashamam, (1998) cited in Boyle and Gillies (2010:1) by working cooperatively students develop an understanding of the unanimity of a purpose of the group and the need to help and support each other's learning which in turn motivates them to provide information, promotes, reminders and encouragement to others requests for help or preserved need for help. Cooperative learning provides many opportunities for alternative forms of students in the learning process (Slavine 1980). Whenever two or more students attempt to solve a problem or answer a question they become involved in the process of explanatory learning, promote interaction, basic principle of cooperative learning, builds students sense of responsibility to themselves and their group members through reliance up on each other talents and cooperative learning assessment process reward both individual and group thus reinforcing this interdependence (Baird and white, 1984). In addition to this, cooperative learning sets high expectations for students and teachers (Panitze&Panit 1998).

According to Ajaja (2010), cooperative learning is important in helping learners acquire from the curriculum the basic cooperative attitude and values they need to think independently inside and outside of the classroom cooperative learning are student centered instructional model. In cooperative learning groups, the students can exercise

their collective skills and practice working with others to achieve mutual benefits for every one rather than thinking competitively and individualistically (Greeman, 2000). The other benefits of cooperative learning is that tend learners to become tolerant of diverse viled points to consider the others thoughts and feelings in depth, and seek more support and clarifications of others' positions (Stahl, 1994). One of the most valuable uses of cooperative learning is to teach social and interpersonal skills. Cooperative learning team provides a safe intimate atmosphere where social skills are modeled by other group members. It is a place where students can practice how skills (Johnson and Johnson 2009).

2.6. Practice of cooperative learning

Group Leader Training: Being a successful group leader requires more than familiarity with the course material. To serve as group leaders, students must have, performed well, and demonstrated strong communication and leadership skills. Leaders must be carefully trained for their positions, as their role is to facilitate group work for a cooperative of students.

Training and ongoing support

Regular meetings and structured training for the whole cooperative group are important. Ideally training should include a general overview of social and ethical considerations as well as specific training in planning. Guidance in specific methods may be provided by academic staff with relevant contents. Students appreciate regular meetings that they can plan into their week and this frequent contact helps build relationships between the group members, which is important in sustaining interest to their education. It is important to provide students with a clear and brief understanding about cooperative learning, so they fully understand their role and what is expected from them. It is useful if this does contain some flexibility as students often welcome the opportunity to shape programs and will be more engaged on (Tien, L. T., Roth, V., & Kampmeier, J. A. (2002).

2.6.1. Challenges with Cooperative learning

There are a number of challenges with the cooperative learning. For example, some group members will be more committed to the cooperative learning activities than others, but commitment can be sustained by the right level of support from staff as well as good planning to ensure knowledge they cultivated.

Students will also display varying levels of independence and ability to work on their own initiative without staff interventions. Some cooperative will need staff to organize and chair meetings, set agendas and keep track of tasks. This can be consuming for staff at already busy times (Topping, K. J. (2005). And according to Boud, D., Cohen, R., & Sampson, J. (Eds.). (2014):

Absence of group identity. Members may not feel mutually accountable to one another for the group's objectives. There may be a lack of commitment and effort, conflict between group goals and members' personal goals, or poor collaboration.

Difficulty making decisions. Group members may be rigidly adhering to their positions during decision making or making repeated arguments rather than introducing new information.

Poor communication. Group members may interrupt or talk over one another. There may be consistent silence from some members during meetings, allusions to problems but failure to formally address them, or false consensus (everyone nods in agreement without truly agreeing).

Inability to resolve conflicts. Conflicts cannot be resolved when there are heightened tensions and group members make personal attacks or aggressive gestures.

Lack of participation. Group members fail to complete assignments. There may be poor attendance at group meetings or low energy during meetings.

Lack of creativity. The group is unable to generate fresh ideas and perspectives and doesn't turn unexpected events into opportunities.

Groups think. The group is unwilling or unable to consider alternative ideas or approaches. There is a lack of critical thinking and debate over ideas. This often happens when the group overemphasizes group agreement and unity.

Ineffective leadership. Leaders can fail group by not defining a compelling vision for the group, not delegating, or not representing multiple constituencies.

2.6.2 Learners' Role in Cooperative Learning

Jacob (2006) Summaries the learners' roles as follows: organizer who is in charge of organizing the work in group, recorder who is responsible for recording the outcomes reached by the group, observer who is in charge of observing who is participating and who is not, Coach who keep the group on tasks, reporter who is responsible to tell other group members about the group work. Similarly Richard and Rodgers (2001) summarize incorporate learning, each group member has a specific role to do in the group, such as noise monitor, time keeper, notes taker, and record or summarize.

Kagan, et al. (1994),noted that as attaches we must assign a variety of roles for each group members, to make sure that everyone in the group is involved in a specific role in accomplishing an overall group tasks. In addition to this Slavin (1995) believes that in order to ensure participation among students, they need to help each other, to discuss and argue with each other to assess each other's knowledge and fill in gaps in each other's understanding. Through cooperative learning students become responsible for their own learning.

2.7. Factors affecting the implementation of cooperative learning

In the implementation process of cooperative learning there might be so many challenges. According to Johnson (2010), in large class size students are divided in groups of four or five, there would be 13-14 groups working simultaneously and teachers would not have enough time to exam or monitor each group to ensure they were effectively. Class size and noise are the first stumbling blocks that both teachers and students have to surround in order to implements cooperative learning (McLeish, 2009; Jhanh, 2011).

As Gillices and Michale (2010) it may also be due to lack of understanding of how to use pedagogical practice in their classrooms. Students do not life working in cooperative groups within the reason of some students do not involve. SimilarlyMolalign (2011), noted that factors like teachers belief attitude, professional experience, motivation training, and teacher's understanding of innovation as the factors which affecting the implementation of pedagogical innovation. According to Brown (1994) the roles of instructional material are: ensure longer retention of information, motivate the students to pay attention to the lesson, give opportunity to learn through, engagement and immediate action use of all sense and muscles, and to help students to integrate prior experience lack of instructional materials, account for low implementation cooperative learning.

Chapter Three

3. Research Design and Methodology

This chapter deals with the research design , source of data, population, sample and sampling technique, instruments of data collection, the procedure of data collection, methods of data analysis.

This study uses both quantitative and qualitative research approach.

3.1. Research design

The main study is to investigate the effective implementation of cooperative learning and factors affecting its implementation. The reason are that the researcher used qualitatively to get a detailed understanding of the implementation and challenges of implementing of cooperative learning while the quantitative approach to identify the extent of implementation of cooperative learning.

For the purpose of meeting the objects of the study, a descriptive survey method is employed. The researcher was utilized descriptive methods in conduct of the study because descriptive research is a method used to obtain information relating to the exiting status of an issue or phenomenon to describe "what exists" within the variables or conditions of the situation. Because a descriptive survey analysis were make on practices and challenges of cooperative learning, it is appropriate when a researcher wants to design WKU in to obtain information concerning the practice and challenges of cooperative learning. The study was used both qualitative and quantitative research methods.

3.2. Description of the study area

Wolkite University is found in south nation and nationalities and peoples region in Gurage Zone. It is located at distance of 168km from the capital of Ethiopia Addis Ababa. The Wolkite University to possess a complex mix of highland climate Zone (kohola climate) with unique biome, its temperature ranges between 7c-10 0c, with annual rain fall between 600-1000mm.

3.3. Source of data

The relevant data was generated from both primary and secondary source of data.

3.2.1 Primary source of data

The major primary source of this study were students, and department heads of college of education and behavioural studies

3.3.2 Secondary sources

The secondary data student cantered related documents, check list of student's portfolios, guide lines available in college of education and behavioural studies.

3.4. Population of the study

The study was conduct in Wolkite University in the college of Education and Behavioural Sciences third year students. The total number of third year students in the college are 120 students (i.e. 81 male & 39 female), and in terms of their department 39 of them are CIS, 41 are EDPM, 40 of them are General psychology.

3.5. Sample and Sampling Techniques

From the total number of third year students (120) in the College of Education and Behavioural Sciences, 60 students are selected using simple random sampling technique. From these students, 40 are males and 20 are females, and in terms of their field of study 20 are CIS, 20 EDPM, 20 General psychology, are selected by using simple random sampling technique.

3.6 Data collecting instruments

The instruments that used for data gathering were questionnaire (both close ended and open ended), semi structured interview were used. The questionnaires were used for appropriateness to secure data from any person at a time and for its nature characteristics that allow respondents express their idea freely. Besides semi structured interview used to

get supportive idea from the principals on the selected title, which is the implementation of cooperative learning.

3.6.1 Questionnaire for students

It includes both close- ended and open- ended questionnaires. The questionnaires are used for appropriateness to secure data from any person at a time. Researcher developed about 28 questions by their selves with the likers scale and researcher was the group leaders all over about the cooperative learning, but researcher cannot expect to get answer for all questions for its nature characteristics that allow respondents express their idea freely.

3.6.2 Interviews for students and group leaders

The researcher used Semi-structured interview (4 questions) .Besides this, semi structured interview is used to get supportive idea from the principals on the selected title, which is the implementation of cooperative learning.

3.7 Data gathering procedures

Researcher conduct the data collection process through interview and questioners in WKU, CEBS all of three departments by distributing the questioner papers face to face in their class in order to explain our respondents question when they answering the questionnaires if they have and making interview with group leaders because we expect more information about the practice and challenges of cooperative learning out of their class program and at space of free and make comfort for us when I make interview.

3.8 Data analysis techniques

After collecting the necessary data I would organize and analyse the data using by percentage and based on the response collected through questionnaires and interview questions then it followed by detail analysis and interpretation to justify and make sure that the data is certain and I can analysis the data I gather by interview through qualitative description .

3.9 Ethical Consideration

The researcher approach is kindly and respectfully in the study is which help to collect reliable data from the respondents to make the researcher work successful. In addition, the purpose of this study is explained to the principals and the researcher has asked their willingness to answer the question in the questionnaire or interview guide. The researcher also informs the principals that the information they provide only for the study purpose. Accordingly, the researcher was use the information from his principals only for the study purpose. Taking this reality in mind, any communication with the concerned bodies is accomplished at their consent without harming and threatening the personal and institutional wellbeing.

CHAPTER FOUR

4. DATA ANALYSIS

The part of the study deals with presentation, analysis of data obtained from 3rd year students in the college of Education and Behavioural science to get appropriate information about the practice and challenges of cooperative learning. And discussion of the finding divided in to quantitative and qualitative approach according to the nature of data gathered .the chapter is divided into two sections. Background information of respondent and analysis of main data are presented respectively.

4.1 Background Information of Respondents

Table 1: students background information

No	Department	Gender			Percentage
		Male	Female	Total	
1	CIS	14	6	20	33.33
2	EDPM	14	6	20	33.33
3	Psychology	12	8	20	33.33
	Total	40	20	60	100

From table3, 40 of the respondents were male and the rest 20 were females and regarding to their department 20 (33.33), of the respondent were CIS, EDPM 20 (33.33), PSYCHOLOGY 20 (33.33). The majority of respondents were male students generally, each department get the opportunity to include the research.

4.2 practice of cooperative learning

Table 2: Students response on practices of cooperative learning

No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Mentors discuss with students weekly	16	29.5	30	50.3	12	24.04	-	-	-	-
2	Students discuss in cooperative learning through their programs	28	46.68	28	46.17	4	6.05	-	-	-	-
3	Mentors check whether students discuss in their programs or not	20	33.05	34	53.65	4	6.05	2	3.33	-	-
4	Mentors are came on time	34	56.6	24	40	2	3.33	-	-	-	-
5	students reach on time to discuss with their mentor	42	70	16	26.67	2	3.39	-	-	-	-
6	all members of group present on their discussion program	33	55	17	28.33	10	16.67	-	-	-	-
7	Groups evaluate their performance weekly	34	56.6	24	40.06	2	3.39	-	-	-	-
8	The collage reinforce for groups that performs well	41	68.34	18	30.6	1	1.6	-	-	-	-
9	Groups use their weekly program appropriately	38	63.3	22	36.66	-	-	-	-	-	-
10	Group members discuss	35	58.4	24	40.6	1	1.6	-	-	-	-

As indicated in table 2 item 1, 16 (29.5%) of respondents strongly disagree, 30 (50.3%) of them disagreed, 12 (20.3%) of them neutral, 0 (0%) of them agreed and 0 (0%) of them strongly agreed. This shows that the majority (50%) of students were disagreed with the idea of mentors discuss with students weekly is conducive for implementing and practice of cooperative learning.

In the same table item 2, 28 (46.8%) of the respondents strongly disagreed, 28 (46.8%) of them disagree, 4 (6.6%) of them neutral, 0 (0%) of the agreed and 0 (0%) of them strongly agreed. This means that the majority (38%) of the respondents disagreed with in the idea of Students discuss in cooperative learning through their programs.

From the above table item 3, 20 (33.3%) of the respondents strongly disagreed, 34 (53.08%) of them disagreed, 4 (6.5%) of them neutral, 2 (3.6%) of them agreed and 0 (0%) of them strongly agreed. This shows that the majority (34) of the student respondents were agreed with the ideas of the mentors check whether students discuss in their programs or not.

At the same table item 4, 34 (56%) of the respondents strongly disagreed, 24 (40%) of them disagreed, 2 (3.33%) of them neutral, 0 (0%) of them agreed and 0 (0%) of them strongly agreed. Hence this response indicates that the majority (45) of the students disagreed that mentors are came on time cooperative learning.

In the same table item 5, 42 (70%) of the respondents strongly disagreed, 16 (26.7%) of them disagreed, 2 (3.33%) of them neutral, 0 (0%) of them agreed and 0 (0%) of them strongly agreed. This indicates that the majority (70%) of the students shows that students reach on time to discuss with their mentor.

From the table item 6, 33 (55%) of the respondents strongly disagreed, 17 (28.6%) of them disagreed, 10 (16.7%) of them neutral, 0 (0%) of them agreed and 0 (0%) of them strongly agreed. This shows that the all members of group present on their discussion program.

At the same table item 7, 34(56.7%) of the respondents strongly disagreed, 24 (40%) of them disagreed, 2(3.33%) of them neutral, 0(0%) of them agreed and 0 (0%) of them strongly agreed. The majority 34(56%) of the students agreed with the idea that cooperative learning groups evaluate their performance weekly. This condition shows that the effectiveness of cooperative learning especially for low ability student.

The table item 8, 41(68.4%) of the respondents strongly disagreed, 18 (30%) of them disagreed, 1(1.6%) of them neutral, 0 (0%) of them agreed and 0(0%) of them strongly agreed. Thus, indicates that the majority (40%) of students agreed that cooperative learning helps them to achieve their, learning goals. This implies that the majority of the respondents were accepting cooperative learning as good teaching learning approach.

From the same table item 9, 38(63.5%) of the respondents strongly disagreed, 22(36.5%) of them disagreed, 0(0%) of them neutral, 0(0%) of them agreed and 0(0%) of them strongly agreed. Hence this response indicates that the majority (63.0%) of students responded that the groups use their weekly program appropriately.

In the same table item 10, shows that the students view on the possibility of implementation of cooperative learning. So that 35 (58.4%) of the respondents strongly disagreed, 24(40%) of them disagreed, 1(1.6%) of them neutral, and 0(0%) of them agreed and 0(0%) of them strongly agreed. Regarding with the above response 35(58%) of the respondents view is that group members discuss with interest.

4.3 Analysis of interview with prepared for students practice of cooperative learning

Regarding with the implementation of cooperative learning in collage of Educational and Behavioural studies interview response show that the cooperative learning was not successfully practice. The reason behind this is there is many challenges to implement effectively, some the challenges were lack of teacher commitment, lack of students' interest, and shortage of time to cover subject matter. As interview held with the collage principals regarding the adequacy of instructional materials and the conduciveness of the collage environment to implement cooperative learning they said that there is lack of adequate materials to implement or properly, This implies that there is not adequacy of

instructional materials, lack of interest, lack of time and lack of conducive environment, to implement cooperative learning.

The researcher also asked the collage principals about the measure should be taken for the future implement cooperative learning effectively, they said that provide sufficient materials, decreasing number of students in each class, increasing stakeholders intervention to provide adequate instructional materials and create awareness among teachers and students about the importance of cooperative learning methods were the measure should be taken for the future to implement cooperative learning.

4.4 Challenge of Cooperative Learning

Table 3: Students response on challenges of cooperative learning

No	Items	strongly disagree		Disagree		neutral		agree		strongly agree	
		No	%	No	%	No	%	No	%	No	%
1.	Students awareness towards cooperative learning is low	0	0	0	0	3	5	32	53.3	25	41.6
2.	Teachers negative thinking towards cooperative learning	0	0	0	0	1	1.6	29	48.3	30	50
3.	Group leaders interest is low	0	0	0	0	0	0	41	68.3	19	31.6
4.	The environment is not comfortable for cooperative learning	0	0	0	0	2	3.3	26	43.3	32	53.3
5.	low mentor involvement	0	0	0	0	0	0	39	65	21	35
6.	Negative understanding of students towards cooperative learning	0	0	0	0	0	0	48	80	12	20
7.	Low support of the collage to cooperative learning	0	0	0	0	1	1.6	36	60	23	38.3
8.	Teachers' poor relationship with students	0	0	0	0	0	0	23	38.3	37	61.6
9	low teachers support to the students	0	0	0	0	0	0s	31	51.6	29	48.3

Table3: Item 1 shows that the respondents response 25 (41.6%) were strongly agree that the Students awareness towards cooperative learning is low.0 (0%) were disagree that the Students awareness towards cooperative learning is low.32 (53.3) were agree that the Students awareness towards cooperative learning is low. the rest 3 (5%) of the respondent response were neutral that Students awareness towards cooperative learning is low. This implies the majority of the respondents response were disagree on Students awareness towards cooperative learning is low affect the implementation of cooperative learning.

Table 3: Item 2 shows that the respondent were respond 30 (50%) were strongly agree, 29 (48.3%) were agree, 1 (1.6%) were neutral, and the same 0 (0%) of the respondent were strongly disagreed. In this item the majority of the respondents were strongly disagree on teacher's negative thinking towards cooperative learning. This Shows teacher's negative thinking towards cooperative learning affects the implementation of cooperative learning.

Table 3: Item 3 shows that the respondent response 0(0%) of the respondents were strongly disagree that on group leaders interest is low. 41(68.3%) of the respondents were agree that group leaders interest is low. 19 (31.6%) of the respondent were strongly agree, 0(0%) of the respondent were neutral that group leaders interest is low. This shows that the majority of the respondents were agreed. The researcher concludes that group leader's interest is effect on the implementation of cooperative learning.

On the other hand Table 3: Item 4 shows that the respondent response 32(52.3%) of the respondents were strongly agree that there is the environment is not comfortable for cooperative learning. 26(43.3%) of the respondent were agree that there is the environment is not comfortable for cooperative learning. 2 (3.3%) of the respondent were neutral that there is the environment is not comfortable for cooperative learning. The rest 0 (0%) of the respondent were respond disagree with the idea. As the majority of the respondents indicate that there is the environment is not comfortable for cooperative learning.

As table 3: item 5 shows that the respondent's response 39(65%) of the respondents were agree that there is effects of low mentor involvement. 21 (35%) of the respondents were strongly agree that there is effects of low mentor involvement. 0 (0%) of the respondents were disagree that there is low mentor involvement. As the majority of the respondents respond that there is agreed on it low mentor involvement in cooperative learning.

On the other hand table 3: Item 6 shows that the respondent response 0(0%) of the respondents were strongly disagreeing that the negative understanding of students towards cooperative learning. 48 (80%) of the respondents were agree that the negative understanding of students towards cooperative learning. 12 (20%) of the respondents were strongly agree on the idea. As the majority of the respondents were agreed on that the

negative understanding of students towards cooperative learning affect the implementation of cooperative learning.

Table 3: Item 7 Shows that the respondent response 23(38%) of the respondents were strongly agree on Low support of the collage to cooperative learning. and also 36 (60%) of the respondents were agree that on the idea.1 (1.6%) of the respondents were neutral that on the idea. In this item the majority of the respondents were agree on Low support of the collage to cooperative learning affect the implementation of cooperative learning.

Table 3: Item 8 shows that the respondent were respond 23(38.3%) were agree, 37 (61.6%) were strongly agree, 0(0%) were neutral, and the rest 0(0%) of the respondent were strongly disagree on teachers' poor relationship with students. In this item the majority of the respondents strongly agreed on teachers' poor relationship with students. This shows that teachers' poor relationship with students are highly affect the cooperative learning.

. As table 3: Item 9 indicate from the respondent's response 29 (48.3%) of the respondents were strongly agree that low teachers support to the students.31 (51.3%) of the respondents were agree on the idea.0 (0%) of the respondents were disagree on the idea. In this item the majority of the respondents were agree on the low teacher's support to the students. So I conclude that the low teacher's support to the students was affecting the cooperative learning.

4.5 Analysis of open ended questionnaire on the challenges of cooperative learning

In this sub section of analysis the researcher analysed opened ended questionnaire on challenges of cooperative learning. Concerning with the challenges of cooperative learning implementation the majority of teachers mentioned many challenges to in implementation of cooperative learning. Some of the challenges were:, lack of interest among students ,lack of adequate instructional materials ,shortage of time to implement cooperative learning, Students background ,absence of awareness about cooperative learning method ,absence of conducive environment and teacher and students low level of engagement.

This shows that to implement cooperative learning effectively students were faced by many challenges. Regarding to the solution to overcome the above challenges the respondents were discussed different mechanisms, such as, providing training. For teachers and students, providing adequate instructional materials give continuous follow up by manifestation both for students and teachers to implement and creating good relationship between teachers and students, motivating students to engage cooperative method, including cooperative learning in every subject matter and well administrative system should be done were the measure should be taken for the future to implement cooperative.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with findings of the study, summary, conclusions, and recommendation based on the findings of the study.

5.1. Summary

This study was conducted to investigate the implementation of cooperative learning strategies at WKU; Collage of Educational and Behavioural Studies. In the study the following researcher questions were formulated.

1. To what extent cooperative learning is practiced in CEBS?
2. What are the challenges of cooperative learning?
3. What are the possible strategies to minimize the challenges of cooperative learning?

Majority of the students respondents were not practice cooperative learning method properly. To supplement this idea the researcher actual students failed to practice cooperative learning activities rather they tend to practice competitive ones. In relation to this factor hinder the implementation of cooperation learning teacher's lack of opportunities to get cooperative learning training, lack of adequate instructional materials, shortage of time, and student's low interest was found to be the major problems. The other challenges that affect the implementation of cooperative learning were lack of enough support from the school administration. In order to overcome the challenge the respondents recommended that teachers, students and school principals need to work hard on implementing cooperative learning, providing training for teachers , minimize the student- class rationale provide instructional materials to implement cooperative learning method effectively. Because cooperative learning have hidden message behind to facilitating learning like political perspectives/agendas”

5.2 Conclusion`

Cooperative learning is so important for students to share their experienced knowledge that once known to someone that cannot, to improve their academic achievement, to enhance their social communication. But there are challenges of cooperative learning practice in CEBS and study finding indicated that:

- The practice cooperative learning in CEBS is lower than the expected mean and also the finding resulted that the challenge of cooperative learning is above the expected mean, as the challenges of cooperative learning listed before like negative attitude towards cooperative learning, lack of awareness, lack of material support, and so on are factors for the low practice of cooperative learning in CEBS.
- There is no deference between male and female students of the collage in their experienced to the challenges of cooperative learning.
- Even if there is low practice of cooperative learning in general but there is a difference between departments in their practicing cooperative learning with its challenges consequently department of CIS more practiced cooperative learning followed by the department of EDPM but psychology department is low practice in cooperative learning is highly experienced more challenge.
- The study finding also conclude some challenges that make practice of cooperative learning weak for instance :
 - loafing habit
 - negative attitude of students towards cooperative learning
 - dependency
 - student boring
 - lack of mentor commitment/motivation
 - groups and leaders are not arranged every semester
 - lack of mentors awareness
 - Lack of providing material support

5.3. Recommendation

From the above findings the following recommendation has been forwarded.

The collage is providing material support for groups.

Creating awareness for mentors and students is the important one to reduce the challenge of cooperative learning through short term training.

Increase the motivation of group leaders through providing short term training or reinforcement.

Change group members and leaders semester based on their current GPA.

“Assigning interested and committed mentors”.

Creating or providing suitable and comfortable environment of cooperative learning.

Reinforcing group leaders and members they score high performance in cooperative learning, like giving certificate.

“Put clearly the objectives of cooperative learning”.

“The collage must be control mentors activity not only students”.

Creating good relationship between students and mentors.

The Collage has to work on improving learner’s attitude towards cooperative learning method

The Collage principal also needs to have better know how about cooperative learning, as this helps to enforce on teachers in regard to the implementation.

The presences of instructional materials are the key components for implementing cooperative learning method. Therefore all concerned bodies should facilitate a condition prepare supplementary instructional materials.

The Collage principals in collaborative with educational office should coordinate to invite experts in the field to share his/her experience of using cooperative learning.

An appropriate support should be provided by concerned bodies (i.e. collage administrative, ministry of education) needed to train teachers and students to create awareness on the concept of cooperative learning and how to convert those concepts in to practice.

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Appendix I

Wolkite University

Collage of Education & Behavioral Science

Questionnaire to be filled by CEBS Students

The main purpose of this questionnaire is to collect relevant data concerning the practice and challenges of cooperative learning in CEBS. Hence, your genuine and timely response is quite vital. The information you are going to provide is used purely for the research purpose and was be kept confidential.

Thank you in advance!!

Part I: background information of respondents

Department _____

Sex _____

Part II: practice of cooperative learning

Direction: in the following table statements about practice of cooperative learning are listed. Thus, indicate your level of agreement by putting “√” under one of the given five alternatives.

1=strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

No	Activities	Put “√” mark				
		1	2	3	4	5
1	Mentors discuss with students weekly					
2	Students discuss in cooperative learning through their programs					
3	Mentors check whether students discuss in their programs or not					
4	Mentors are came on time					
5	students reach on time to discuss with their mentor					
6	all members of group present on their discussion program					
7	Groups evaluate their performance weekly					
8	The collage reinforce for groups that performs well					
9	Groups use their weekly program appropriately					
10	Group members discuss with interest					

Part III: challenges of cooperative learning

Direction: in the following table statements about challenges of cooperative learning are listed. Thus, indicate your level of agreement by putting “√” under one of the given five alternatives.

1=strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

No	Activities	Put "√" mark				
		1	2	3	4	5
1	Students awareness towards cooperative learning is low					
2	Teachers negative thinking towards cooperative learning					
3	Group leaders interest is low					
4	The environment is not comfortable for cooperative learning					
5	low mentor involvement					
6	Negative understanding of students towards cooperative learning					
7	Low support of the collage to cooperative learning					
8	Teachers' poor relationship with students					
9	low teachers support to the students					
10	Static grouping style					
11	Leaders cannot be changed every semester					
12	Students think cooperative learning cannot improve sense of belongingness					
13	Leaders cannot give opportunity to the member to engage in group work					
14	Leaders think cooperative learning kills their time					
15	Group members have not role identified					
16	Group members are not tolerated each other					
17	Groups are not sharing their experience with other groups					
18	The collage is support in material to cooperative learning teams is low					

Direction III: respond to the following questions on the space given

1. What do you think are the major challenges that hinder the effective implementation of cooperative learning strategy?

2. What do you think should be done in order to improve the current cooperative learning strategy implementation?

Appendix II

Wolkite University

Collage of Education & Behavioral Science

Questionnaire to be filled by CEBS Students

The main purpose of this *Interview* is to collect relevant data concerning the practice and challenges of cooperative learning in CEBS. Hence, your genuine and timely response is quite vital. The information you are going to provide is used purely for the research purpose and was be kept confidential.

Thank you in advance!!

Background information of respondents

1. Department _____
2. Sex _____
1. To what extent cooperative learning practiced in CEBS?
2. Is the cooperative learning study area of CEBS comfort for discussion?
3. What are the problem of cooperative learning with :
 - ✓ Teachers
 - ✓ Minters
 - ✓ Group members
 - ✓ Group leaders
 - ✓ CEBS
4. What do you think should be do in order to minimize the challenges of cooperative learning?

Appendix III

Observation check list

No	Activities	Yes	no	remark
1	Minters discuss with students weakly			
2	Students discuss in cooperative learning through their programs			
3	Minters are check whether students discuss in their programs or not			
4	The collage it self give material support to cooperative.			
5	Minters are appointed on time			
6	Are students reach on time when they discuss with their minter			
7	Are all members of group present on their discussion program			

