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Department of Curriculum and Instructional Supervision

THE IMPLEMENTATION OF COOPERATIVE LEARNING METHOD IN ABA FRANSUA SECONDARY SCHOOL

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Letter of approval

This is to certify the senior essay research prepared by Ashiku Tosha entitled ‘the implementation of cooperative learning method in aba fransua secondary school’ is submitted in partial fulfillment of requirements for the bachelor of education degree in Pedagogical Science complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Approved by _____ _____

Advisor

_____ _____ _____

Examiner **Signature** **Date**

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Table of contents

Letter of approval i
Acknowledgement ii
List of tables v
Chapter one: 1
Introduction 1
1.1 Background of the study 1
1.2. Statement of the problem 2
1.3 Basic research question 2
1.3 Objectives of the study 2
1.4. Significance of the study 3
1.5. Delimitation of the study 3
1.6. Limitation of the Study 3
1.7. Definition of operational terms 3
1.8. Organization of the study 4
Chapter two: 5
Review of related literature 5
2.1. Concepts of Cooperative Learning 5
2.2. Cooperative learning Versus Collaborative learning 6
2.3. Types of Cooperative Learning 7
2.4. Elements of cooperative learning 8
2.5. Benefits of Cooperative Learning 10
2.6. Teachers and Students role in Cooperative Learning 11
2.7.Factors affecting the implementation of cooperative learning 12
Research Methodology 13
3.1. Design of the study 13
3.2 Source of data 13

3.3. Sample population and sampling technique 13
3.4. Data Collecting Instruments 13
3.5 Procedures of data collection 14
3.6 Data analysis Techniques 14
3.7 Ethical Consideration 14
Chapter four: 15
Results and Discussions 15
4.1 Demographic Characteristics Of Respondents 15
4.1.3 Demographic characteristics of student respondents 16
4.3 Analysis of questionnaire on teacher's practice of cooperative learning method 17
4.4 Teacher's response on the conducive environment to implement cooperative learning method. 20
4.5 Analysis of questionnaire on students' practice of cooperative learning method 23
4.6 Students response on the conducive environments to implement cooperative learning method 26
4 .7 Analysis of interview with prepared for school principals on teachers and students practice of cooperative learning method. 27
4.8 Analysis of open ended questionnaire on the challenges of cooperative learning methods 28
4.9 Discussion 29
Chapter five: 30
Summary, conclusion and recommendation 30
5.1. Summary 30
5.2.Conclusion 31
5.3.Recommendation 31
References 32
APPENDEX-A 35
APPENDEX-B 39
APPENDIX -C 40

List of tables

Table1: Demographic characteristics of teacher's responses……15

Table 2: Demographic characteristics of student's responses…….....16

Table 3: One sample t-test value on teachers practices of cooperative learning method……17

Table 4: Teachers practice of cooperative learning method…….18

Table 5: Teacher's response on the conducive environments to implement cooperative learning method……...21

Table 6: One sample t-test value on students' practices of cooperative learning method ……23

Table 7: Students practice of cooperative learning method…….24

Table 8: Students response on the conducive environments to implement cooperative learning method……26

Abstract

This study attempted to investigate the implementation of cooperative learning method in Aba Fransua secondary school. The specific objectives of the study were to describe teachers and students' effort in implementing cooperative learning method, to identify the opportunities and challenges encountered in implementing cooperative learning methods and to analyze the benefit that students and teacher gained from learning cooperatively. In this study a descriptive survey

design was employed to determine teachers and students practice cooperative learning method. Therefore total of 46 teachers were selected by using simple random sampling technique and 100 students were selected by using purposive sampling technique and Systematic random sampling technique. For teachers and students, questionnaire (both open ended and close ended), interview and were the main data collection instruments. The data were analyzed both quantitatively and qualitatively. The data collected through questionnaire were analyzed quantitatively using by percentage, while the data collected through interview results was analyzed qualitative using words and statements. The main findings where the implementation cooperative learning strategies in Aba Fransua secondary school was not applied properly. The implementation was affected by large class size, learners' different behavior, shortage of time, learners' low motivation and interest and lack of awareness towards cooperative learning method.

Chapter one:

Introduction

1.1 Background of the study

Cooperative learning is a teaching method, in which students of diverse background are assembled in groups to achieve a common goal (Ramos & Pavon, 2015). Similarly, Johnson, Johnson and Smith (1991) define as cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Olsen and Kagan (1992) define cooperative learning is group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learners is feel accountable for his or her own learning and is motivated to increase the learning of others. According Ryan, Reid and Epstien (2004), Cooperative learning refers to small groups teaching and learning strategies which actively seek to from other interdependence among group members such that each member of a team is responsible not only for learning what is taught, but also for helping team mates learn.

As (Gillies, 2003; Gillies and Ashaman, 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, prompts, reminders and encouragement to others requests for help or perceived need for help. Borich (2004) stated that cooperative learning is important in helping learners acquire from the curriculum, the basic cooperative attitudes and values they need in the classroom and outside the classroom. The students working in small groups have a tendency to learn more of what is thought and retain it longer than when the same materials is presented in other instructional formats (Barkley, Cross & Major, 2005).

Moreover when students work cooperatively together they show increased participation in group discussion, demonstrate a more of sophisticated level of discourse, engage in fewer interruptions when others speak and provide more intellectually valuable contributions (Gillies, 2006; Webb and Farivar, 1999). Melihan and Sirri (2011) concluded that the cooperative learning method is more effective than the traditional teaching method in the academic success of students. Thus, checking the application of cooperative learning method among the secondary school teachers is believed to have paramount importance.

1.2. Statement of the problem

From my experience as a student at schools of , secondary levels, was that teaching is highly dominated by the competitive approach than that cooperative one.In relation to this during the researcher workshop and at different assignments,in particular, for a researcher were placed to Aba Fransua secondary school. Thus, the researcher have observational that what teachers mostly apply were the same teaching approach which means. Yet there is a better approach to teaching, which is cooperative learning method. Cooperative learning method is a teaching method that helps students to learn together in group and to maximize their learning with great interest and motivation (Aziz&Hossain, 2010). Similarly Johnson, et.al (1986) noted that in cooperative learning classroom student's work together to attain group goal that cannot be obtained by working competitively. If it is implemented properly was understand that cooperative strategy can promote innovation, creativity and enhance students' engagement in learning. Properly implementation of cooperative learning strategies was also contributed to students' socialization within the culture of professional industry better, preparing them for the expected the professional world (Caroselli, 1998). Nevertheless, the dominant practice that this researcher compelled them to assess the real situation and motivated to conduct a researcher. On the implementation of cooperative learning strategies.

1.3 Basic research question

To this end the following were formulated.

Do teachers and students in Aba Fransua secondary school practice cooperative learning method?

What are the challenges to implement cooperative learning method in the school?

What are the conducive environments for implementing cooperative learning in Aba Fransua secondary school?

1.3 Objectives of the study

1.3.1 General objective

The general objective of this study was to investigate the implementation of cooperative learning at Aba Fransua secondary school.

1.3.2 Specific objectives

In order to achieve the above objective, the following specific objectives were formulated:

1 To describe teachers and students' effort in implementing cooperative learning method
2 To identify the challenges encountered in implementing cooperative learning method.

3 To analyze the conducive environment students and teachers gained from learning cooperatively and individually.

1.4. Significance of the study

The result of this study would have benefits for teachers, students, school leaders and other stakeholders. This study might help teachers and students in provides significant information about cooperative learning and insights about the purposes of cooperative learning. It also hoped to be informative for the school leaders about the status of implementation of cooperative learning.

In addition to this the study might also hope to give insights for educational experts to develop curriculum. Finally, this study gives some information to individuals, who have interest to conduct researcher on related issues.

1.5. Delimitation of the study

This research was delimited to suggest researcher solution in both geographical and theoretical aspects.

Geographically: the study was delimited to Gubre town, specifically in Aba Fransua secondary school.

Theoretically: The study was delimited to investigate the implementation of cooperative learning strategies

1.6. Limitation of the Study

This study is believed to have certain limitations. During the study the researcher faced different challenges, such as shortage of time lack of transport service and scarcity of money. The unwillingness of some teachers and students to fill and return the questionnaire was the other limitation.

1.7. Definition of operational terms

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.

Implementation: is the process of putting or realization of a method into practice in the classroom by teachers.

1.8. Organization of the study

This study has five chapters, chapter one deals about the introduction part that includes the main body of the researcher like background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and organization of the study. Chapter two provides review of related literature: under these the following sub topics are included. Such as the concept of cooperative learning, cooperative learning versus collaborative learning types of cooperative learning elements of cooperative learning, benefits of cooperative learning and challenges of cooperative learning. Chapter three describe the design of the researcher and methodology was used to guide the study which consists of researcher design, data source, sample population and sampling techniques, data gathering instruments, data collecting procedure and data analysis techniques.

Analysis and interpretation of data was presented in chapter four. Chapter five outcomes summary, conclusion and recommendations for the future researcher addressed by the researcher

Chapter two:

Review of related literature

2.1. Concepts of Cooperative Learning

Cooperative learning is defined as instructional methods in which in small groups towards a common goal which encompasses instructional models such as a student team, achievements divisions, team assisted individualization (Salvin, 1982) cited in Aragaw (2015). Cooperative learning is a teaching approach in which learners of diverse abilities, talents and backgrounds work together in small groups to attain a common goal and it is further believed that active participation in the experience will result in an improvement in academic performance (Farazan&Nejadansari, 2004).As Johnson, Johnson and Monson, (2012) cited in Brahnu (2013) conceptualized cooperative learning as a new paradigm of teaching that involves creating the conditions under which students can actively discover and construct their own knowledge, having students work together cooperatively to do so as learning is a social not an individual, process, creating personal relationships among students, developing the competencies and talents of all students, and motivation students through intrinsic goals.

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 as instructional goals. Each plan comes with a frame work up on which the group's activity 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 wood 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, promotive 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 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 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 & Johnson1990).

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, promotive 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 vilem 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. Teachers and Students role in Cooperative Learning

Richards and Lackhart (1996) attempt to define both teachers and learners roles in the light of methodologies used in cooperative learning as activities in which students paired or groped themselves to make discussions.

2.6.1. Teachers role in cooperative learning

Teachers' roles in cooperative learning differ considerably from the teachers roles in traditional teachers directed teaching. The cooperative learning method is a shift from the old method of teaching where the learner does not have enough opportunities to participate to the one of the important contemporary method of teaching where the learner is active and a part of the learning process that takes place in the classroom. In cooperative learning, the teacher's role changes from a deliverer of information to a facilitator of learning. As Charles (2007) proposes teachers should monitor the students by moving among the groups to assure that they are actively engaged in their roles and following designated procedures and not to answer student questions unless the group members are able to resolve the issue by themselves. Similarly Hord and Hirsh (2008) stated that an effective learning occurs when teachers use assessment data in cooperative learning practice for decision making and to improve classroom instruction.

As Zhang (2010) noted the role of the teacher in the classroom as a facilitator, who should put his learners in the right path of how to reach their educational goals. Moreover, the teacher has to create a highly structured and well organized environment for classroom instruction. The teacher should circulate among the groups managing their

work and helps out with any difficulties they encounter in group interaction and the performance of the specific tasks related to the learning project (Slavin, 1995). Therefore, the activity of the teacher influences an effective cooperative practice participatory to make the learning enjoyable and interesting.

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) summariz ein corporate 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. Similarly Molalign (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,

Chapter three:

Research Methodology

3.1. Design of the study

This study was employed descriptive survey researcher design. This is because it is convenience to the researcher title. Because, it enables to investigate the current status of phenomena to describe what exist with respective variable or condition in a situation.

3.2 Source of data

3.2.1 Primary source

The primary source of this study is teachers and students in Aba Fransua Secondary School.

3.2.2 Secondary sources

The secondary sources are school record student documents and Aba Fransua secondary school grade student transcript result for the past three year of (2011-2013 E.C) in Mathematics and English subjects.

3.3. Sample population and sampling technique

From the total number of teachers (72), 46 teachers were selected by simple random sampling technique. From the total number, grade 11 and 12 students were selected by using purposive sampling techniques. The reason behind this is, the students were considered to be rich source of data. From the total number grade 11 and 12 Students (542), 100 students were selected by using Systematic random sampling techniques.

3.4. Data Collecting Instruments

The instruments that used for data gathering were questionnaire (both close ended and open ended), semi structured interview was 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.

3.4.1 Questionnaire

It includes both close- ended and open- ended questionnaires. The questionnaires are used for appropriateness to secure data from any person at a time and for its nature characteristics that allow respondents express their idea freely.

3.4.2 Interviews

The researcher used Semi-structured interview. 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.

3.5 Procedures of data collection

The researcher employed the following researcher procedures. Firstly, permission to conduct the study was obtained from the school principals; secondly, the teachers and students' permission was also conduct to fulfill the questionnaire. Thirdly, permission from the school principals for interview Then researcher prepared the questionnaire and it was evaluated by my advisor, fourthly, were distributed the questionnaire for the respondents, and the questionnaire was collected after they had been completed by the respondents and the results were analyzed by using a percentage and word explanations. Finally, the findings of the study were discussed.

3.6 Data analysis Techniques

The data analysis technique is both qualitative and quantitative. The data collected through questionnaires is analyzed quantitatively using by a percentage, while the data collected through interview are analyzed qualitatively using word explanation.

3.7 Ethical Consideration

The researcher approach is kindly and respectfully in the study are 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 ask 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. Taking this reality in mind, any communication with the concerned bodies is accomplished at their consent without harming and threatening the personal and institutional well-being.

Chapter four:

Results and Discussions

This chapter deals with the presentation and analysis of the data collected from Aba Fransua secondary school. From sample teachers and students in line with the objective of the study. The data obtained from the questionnaire were first presented in table and analysis by using a percentage. The data collected from interview were summarized and described in line with the obtained from the questionnaires.

4.1 Demographic Characteristics Of Respondents

4.1.2 Demographic characteristics of teacher respondents

This section deals about the personal profile including sex, teaching experience and educational qualification.

Table- 1. Demographic characteristics of sample teachers

Item	Category	Respondents	
		Number	Percentage
Sex	Male	35	76.1
	Female	11	23.9
Educational qualification	Diploma	4	8.69
	Degree	29	63.04
	Master	13	28.27
Teaching experience	0-5 years	5	10.87
	6-10 years	9	19.57

	11-15 ears	8	17.39
	>16 years	24	52.17
Subject	Language	8	17.39
	Social science	15	32.61
	Natural science	23	50

As it can be seen from table 1 Item 1, 35(76.1%) of the respondents were male, 11(23.9%) of them female teachers. This implies that the majority of respondents were male. Regarding to their qualification 4 (8.69%) of them were diploma holders, 29 (63.04%) of them degree holders and 13(28.27%) of them were master holders. This indicates that the majority (63.04) of the respondents were first degree holders.

As indicated on the above table, among the total respondents of teacher 5(10.87%) of them served for (0-5) years, 9(19.57%) of them served for (6-10) years, 8(17.39) served for (11-15) years and 24(52.17%) of them served for (above 16 years). This implies that majority of the respondents have experience above 24 years. The subject matter the teachers teach, 8(17.39%) of the respondents were language, 15(32.61) of them social science and 23 (501%) of them natural science.

4.1.3 Demographic characteristics of student respondents

This section deals about the personal profile including sex and grade levels of students.

Table 2: demographic characteristics of students

Item	Category	Respondents	
		Number	Percentage
Sex	Male	77	77
	Female	23	23
Grade level	11	37	37
	12	63	63

As it is shown in table 2, above, most of the students 77(77%) were males and 23 (23%) of them were female. This indicates that there was a high participation of male students in this school. Regarding to their grade level 37 (37%) of the respondents were grade 11 and 63 (63%) of them grade 12. This shows that the majority of the respondents were grade 12 students.

4.3 Analysis of questionnaire on teacher's practice of cooperative learning method

Table -4: Teachers practice of cooperative learning method

No	Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	I organize student in group to work cooperatively	-	-	2	4.3	6	13.04	26	56.52	12	26.08
2	I use different instructional materials to facilitate my lesson	-	-	24	52.17	2	4.3	9	19.56	11	23.91
3	Implementation cooperative learning requires a great deal of effort	-	-	3	6.5	2	4.3	20	43.47	21	45.65
4	Student participation increase when they work in cooperation manner	-	-	-	-	7	15.2	21	45.65	18	39.13
5	I utilize different cooperative learning techniques	-	-	26	56.52	8	17.39	7	15.2	5	10.86
6	Cooperative learning is valuable instructional approach	-	-	-	-	4	8.69	27	58.69	15	32.60
7	I give different activities for student to work together	-	-	28	60.86	3	6.5	2	4.3	13	28.26

8	I assess student for providing feedback and improving learning	-	-	28	60.86	5	10.86	2	4.3	11	23.91
9	Cooperative learning enhance the learning of low ability students		-	2	4.3	6	13.0	26	56.52	12	26.08
10	It is impossible to evaluate student fairly when using cooperative	8	17.4	11	23.9	11	23.9	12	26.08	4	8.69

As can be seen from table 3, for item 1,none (0%) of the respondents strongly disagreed 8(4.3%) of them disagreed, 6 (13.04%) of them undecided, 26(56.56%) of them agreed and 26.08 of them strongly agreed. Thus, (56.56%) of the teachers agreed that they organize students in group to work cooperatively. This implies that organizing students in group is develops students knowledge and social skills.

From the same table item 2, none (0%) of the respondents strongly disagreed, 24(52.17%) of them disagreed, 2(4.3%) of them undecided 9(19.56%) of them agreed and 11(23.9%) of them strongly agreed. This shows that the majority of teachers were disagreed with the idea of they used different instructional materials to facilitate their lesson. This indicates that there is shortage of instructional materials in the school to facilitate cooperative learning method.

As the same table, item 3, none (0%) of the respondents strongly disagreed, 3(6.5) of them disagreed, 2(4.3) of the undecided, 20(43.47%) of them agreed and 21(45.65) of them strongly agreed. This shows that majority (45.65) of teachers strongly agreed with the idea of cooperative learning implementation requires a great deal of effort.

The above table, item, 4 shows that the view of teachers about the increasing of learners participation when they incorporate cooperative learning method. So that none (0%) of the respondents strongly disagreed, none (0%) of them disagreed, 7(15.2%) of them undecided, 21(45.65%) of them agreed and 18(19.13%) of them strongly agreed. Hence the majority 21(45.65%) of the teachers agree up on the statements.

At same table 5, none, (0%) of the respondents strongly disagreed, 26(56.56%) of them disagreed, 8 (17.39%) of them undecided, 7(15.2%) of them agreed and 5(10.86%) of them strongly agreed. This shows that that majority (56.56%) of teachers disagreed with the idea of utilize different cooperative learning techniques in their classroom. This means that the teachers were not incorporate cooperative learning method in the teaching learning properly and they cannot adopt cooperative learning techniques.

In the same table item 6, none (0%) of the respondents strongly disagreed, none 4(8.69%) of them disagreed, none (0%) of them undecided, 27 (58.69%) of them agreed and 15(32.60%) of them strongly agreed. This means that majority 27(58.69%) of the teachers agreed with the point cooperative learning is valuable instructional approach. This indicates that cooperative learning method is comfortable and important learning method. we can understand that they are benefited from this method of leaning while some of (8.69%) of the respondents pointed that it is not the valuable instructional approach.

From the same table item 7, none (0%) of the respondents strongly disagreed, 28 (60.86%) of them disagreed, 3(6.5%) of them undecided, 2(4.3%) of them agreed and 13(18.26%) of them strongly agreed. This shows that most 28(60.86%) of teachers were disagreed on with the point give different activities for students to work cooperatively. This condition indicates that the majority (60.86%) of teacher's respondents used competitive teaching approach than that of cooperative learning method.

At the same table item 8, none (0%) of the respondents strongly disagreed, 28(60.68%) of them disagreed, 5(10.86%) of them undecided, 2(4.3%) of them agreed, and 11(23.9%) of them strongly agreed. This shows that the majority (60.68%) of the respondents were disagreed with statement of assess students for providing feedback and improving learning. We understand that the teachers were not assess students for providing feedback and improving learning in their class room.

In the same table item 9, none (0%) of the respondents strongly disagreed, 2(4.3%) of them disagreed, 6(13.04%) of them undecided, 26(56.52%) of them agreed. Hence this

response indicates that the majority 26(56.52%) of teachers supported that cooperative learning enhance the learning of low ability students.

In the same table item 10, 8(17.69%) of the respondents strongly disagreed, 11(23.9%) of them disagreed, 11(23.9%) of them undecided, 12(26.08%) of them agreed and 4 (8.69%) of them strongly agreed. Thus, the majority 12 (26.08%) of the teachers agreed that how it is impossible to evaluate students fairly when they using cooperative learning method.

4.4 Teacher's response on the conducive environment to implement cooperative learning method.

No	Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
1	The environment for which the school placed is conducive for implementation of cooperative learning	8	17.39	10	21.74	5	10.87	14	30.43	9	19.57
2	There are adequate instructional materials to practice cooperative learning	6	13.04	16	34.78	5	10.87	14	30.43	5	10.86
3	There is sufficient supportive staff for effective implementation of cooperative learning	4	8.69	15	32.60	11	23.9	16	34.78	-	-
4	There is a good relationship between teachers and students in the implementing 0f cooperative learning	2	4.3	9	19.56	7	15.2	22	47.82	6	13.04
5	There are enough and important materials (books) in library which helps students for further reading	-	-	18	39.13	8	17.4	18	39.13	2	4.34

6	There are adequately of orientation and guidance service for students in their group and during working together	3	6.5	15	32.60	11	23.9	15	32.60	2	4.3
7	There is cooperation between teachers and principal to improve student's academic achievement	-	-	23	50	10	10	13	28.26	-	-

This sub section deal with the item related to the conducive environment to implement cooperative learning method.

Table-5 Teachers response on conducive environment in implement cooperative learning method.

As indicated in table 4 for item 1, 8 (17.89%) of the respondents strongly disagreed, 10(21.74%) of them disagreed, 5(10.86%) of them undecided, 14(30.43%) of them agreed and 9 (19.56%) of them strongly agreed. Hence this response indicates that the majority 14(30.43%) of teachers agreed on with the environment for which the school placed is conducive for implementation of cooperative learning methods.

In the same table, item 2, 6(13.04%) of the respondents strongly disagreed, 16 (34.78%) of them disagreed, 5 (10.86%) of them undecided, 14(30.43%) of them agreed and 5 (10.86%) of them strongly agreed. The majority of the teachers agreed with the point of adequate instructional materials to teach affectively. This means that there is adequate instructional material to implement cooperative learning method.

At same table item 3, 4(8.69%) of the respondents strongly disagreed, 15 (32.60%) of them disagreed, 11 (23.9%) of them undecided, 16(34.78%) of them agreed and none (0%) of them strongly agreed. This shows that majority 16(34.78%) of teachers agreed on the presence of supportive staff to implement cooperative learning.

From the same table item 4, 2(4.3%) of the respondents strongly disagreed, 9(19.56%) of the disagreed, 7 (15.2%) of them undecided, 22(47.82%) of them agreed and 6(13.04%) of them strongly agreed. This shows that the majority 22 (47.82%) of teachers agreed on

the points of the absence of adequate orientation's and guidance for students in there cooperative groups.

At the same table items, none (0%) of the respondents strongly disagreed, 18 (39.13%) of them disagreed, 8 (17.4%) of them undecided, 18 (39.13%) of them agreed and 2 (4.34%) of them strongly agreed. Thus, the majority 18 (39.13%) of the teachers agreed on that the presence of good relationship between teachers and students when their implementation of cooperative learning.

In the same table item 6, 3(6.5%) of the respondents strongly disagreed, 15 (10.86%) them disagreed 11(23.9%) of them disagreed, 25(54.35%) of them agreed and 2(4.3%) of them strongly agreed. So according to teachers response 3(6.5%) of them strongly disagreed, while 15(32.60%) of them are disagreed, while 11(23.9%) of them undecided while 25(54.35%) of them agreed. This condition indicates that the majority 23(50%) of teachers disagreed that the seats are suitable to employ cooperative learning method .However some of the respondents do not agreed with the idea of seats are not suitable to implement cooperative learn

No	Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	I am familiar with cooperative learning techniques	9	9	14	14	6	6	59	59	12	12
2	I work different activities in my classroom with my group members	5	5	29	29	6	6	50	50	10	10
3	I am interested working in cooperative group	7	7	22	22	9	9	29	29	33	33
4	Engaging in cooperative learning enhance my social skills	6	6	16	16	11	11	42	42	25	25

5	I am more effective when I work with cooperation rather working individually	14	14	24	24	13	13	28	28	21	21
6	In my classroom I participate in group work	7	7	16	16	10	10	46	46	21	21
7	Cooperative learning enhance my learning ability	7	7	17	17	13	13	39	39	24	24
8	Cooperative learning helps meet my learning goals	9	9	18	18	13	13	40	40	20	20
9	Cooperative learning is appropriate for the grade level I learn	10	10	20	20	20	20	40	40	10	10
10	It is impossible to implement cooperative learning without specialized materials	22	22	26	26	18	18	20	20	14	14

4.5 Analysis of questionnaire on students' practice of cooperative learning method

Table-7- Students practice of cooperative learning method

As indicated in table 7 item 1, 9(9%) of respondents strongly disagree, 14(14%) of them disagreed, 6(6%) of them undecided, 59(59%) of them agreed and 12 (12%) of them strongly agreed. This shows that the majority (59%) of students were agreed with the idea of the environment for which the school placed is conducive for implementing cooperative learning.

In the same table item 2, 16(16%) of the respondents strongly disagreed, 31(31%) of them disagree, 16(16%) of them undecided, 29(29%) of the agreed and 8 (8%) of them strongly agreed. This means that the majority (31%) of the respondents disagreed with in the idea of absence of adequate instructional materials to learn effectively.

From the above table item 3, 20(20%) of the respondents strongly disagreed, 31(31%) of them disagreed, 15 (15%) of them undecided, 29 (29%) of them agreed and 5(5%) of them strongly agreed. This shows that the majority (29) of the student respondents were agreed with the ideas of they were interested in working in cooperative group.

At the same table item 4,6 (6%) of the respondents strongly disagreed, 16(16%) of them disagreed, 11(11%) of them undecided, 42(42%) of them agreed and 25(25%) of them

strongly agreed. Hence this response indicates that the majority (425) of the students agreed that cooperative learning places a great emphasis on developing their social skills.

In the same table item 5, 14 (14%) of the respondents strongly disagreed, 24 (24%) of them disagreed, 13 (13%) of them undecided, 28 (28%) of them agreed and 21 (21%) of them strongly agreed. This indicates that the majority (28%) of the students shows that students more effective when they work cooperatively than working individually.

From the table item 6, 7(7%) of the respondents strongly disagreed, 16 (16%) of them disagreed, 10(10%) of them undecided 46 (46%) of them agreed and 20 (20%) of them strongly agreed. This shows that the students participate highly in group work in the classroom.

At the same table item 7, 7(7%) of the respondents strongly disagreed, 17 (17%) of them disagreed, 13(13%) of them undecided 39(39%) of them agreed and 24 (24%) of them strongly agreed. The majority 39(39%) of the students agreed whit in the idea that cooperative learning enhance their learning ability. This condition shows that the effectiveness of cooperative learning especially for low ability student.

The table item 8, 9 (9%) of the respondents strongly disagreed, 18 (18%) of them disagreed, 13(13%) of them undecided 40(40%) of them agreed and 20(20%) 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 accept cooperative learning as good teaching learning approach.

From the same table item 9, 10(10%) of the respondents strongly disagreed, 20(20%) of them disagreed, 20(20%) of them undecided, 40(40% of them agreed and 10(10%) of them strongly agreed. Hence this response indicates that the majority (40%) of students responded that the method of teaching is appropriate the grade level they learn.

In the same table item 10, shows that the students view on the possibility of implementation of cooperative learning method without specialized materials. So that 22 (22%) of the respondents strongly disagreed, 26(26%) of them disagreed, 18(18%) of

them undecided and 20(20%) of them agreed and 14(14%) of them strongly agreed. Regarding with the above response 26(26%) of the respondents view is that specialized materials matter to implement cooperative learning method in effective way.

No	Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	The environment for which the school placed is conducive for implementing cooperative learning	10	10	47	47	18	18	10	10	15	15
2	There is no adequate instructional material to learn effectively	16	16	31	31	16	16	29	29	8	8
3	There are supportive staff to implement cooperative learning	20	20	31	31	15	15	29	29	5	5
4	There is no adequate orientations and guidance for student in their	10	10	29	29	10	10	39	39	12	12

	cooperative group										
5	There is a good relationship between teachers and students in implementing cooperative learning	13	13	24	24	16	16	29	29	18	18
6	There is no sufficient time to implement cooperative learning	17	17	38	38	13	13	23	23	9	9
7	Seats are suitable to employ cooperative	18	18	26	26	15	15	33	33	8	8

4.6 Students response on the conducive environments to implement cooperative learning method

Table-8: Students response on conductive environment to implement cooperative learning method

As can be seen from table 5, item 1,10(10%) of the respondents strongly disagreed, 47(47%) of them disagreed, 18(18%) of them undecided, 10(10%) of them agreed and 15(15%) of them strongly agreed. Thus, (47%) of the students agreed that they were familiar with cooperative learning method.

In the same table item 2, 16(16%) of the respondents strongly disagreed, 31(31%) of them disagreed, 16(16%) of them undecided, 29 (29%) of them agreed, and 8(8%) of them strongly agreed. This means that the majority (29%) of the students were agreed that they work different activities in their classroom with their group members, cooperatively. This condition indicates that students participate in their classroom in group work activities.

From the same table item 3,20 (20%) of the respondents strongly disagreed, 31 (31%) of them disagreed, 15 (15%) of them undecided, 29(29%) of them agreed and 5(5%) of them strongly agreed. This means that in cooperative students have a chance to provide help to each other and students accept cooperative learning method. Here, we can see that there were not supportive staffs to implement cooperative learning method. This means

that the majority (32%) of students disagreed on the idea within there were supportive staff to implement cooperative learning method.

At the same table item 4, 10(10%) of the respondents strongly disagreed, 29(29%)of them disagreed, 10(10%) of them undecided, 39(39%) of them agreed and 12 (12%) of them strongly agreed. Hence this response indicates that the majority (39%) of the student agreed, within the idea of there was no adequate orientation's and guidance for students implementing cooperative learning method.

From the above table item 5, 13(13%) of the respondents strongly disagreed, 24(24%) of them disagreed, 16(16%) of them undecided 29(29%) of them agreed and 18(18%) of them strongly agreed. This response indicates that the majority (29%) of the students agreed within the idea of teachers and students good relationship in implementing cooperative learning method. We understand that good relationship between teachers and students is important in implementing cooperative learning method.

From the same table item 6,17(17%) of the respondents strongly disagreed, 38 (88%) respondents disagree, 13(13%) of them undecided, 23(23%) of them agreed and 9 (9%)of them strongly agreed. Thus, the majority (38%) of the students do not support the idea of there no sufficient time to implement cooperative learning method.

In the same table item 7, 18(18%) of the respondents strongly disagreed, 26(26%) of them disagreed, 15(15%) of them undecided, 33(33%) of them agreed and 8 (8%) of them strongly agreed. This condition indicates that the majority (33%) of the students agreed that seats are suitable for their implementation of cooperative learning.

4 .7 Analysis of interview with prepared for school principals on teachers and students practice of cooperative learning method.

Regarding with the implementation of cooperative learning method in Aba fransua secondary school The school principals interview response show that the method of 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, large class size, and shortage of time to cover

subject matter. As interview held with the school principals regarding the adequacy of instructional materials and the conduciveness of the school environment to implement cooperative learning method, they said that there is lack of adequate materials to implement or properly, and the school environment was not much comfortable to implement it. 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 methods.

The researcher also asked the school principals about the measure should be taken for the future implement cooperative learning method effectively, they said that provide sufficient materials, decreasing number of students in each class, increasing stakeholders intervention to build classroom and 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 method.

4.8 Analysis of open ended questionnaire on the challenges of cooperative learning methods

In this sub section of analysis the researcher analyzed opened ended questionnaire on challenges of cooperative learning method. Concerning with the challenges of cooperative learning implementation the majority of teachers mentioned many challenges to in implementation of cooperative learning method. Some of the challenges were: large number of students in one class ,lack of interest among students ,lack of adequate instructional materials ,shortage of time to implement cooperative learning method, 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 method effectively teachers and 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, minimizing student class ratio, including cooperative learning methods in every subject matter and well administrative system should be done were the measure should be taken for the future to implement cooperative learning.

4.9 Discussion

In this section, the data that had been gathered and analyzed were discussed under three major teams in response to the three leading questions. The major teams of discussion are respondents practices of cooperative learning method, situation of school environment for implementation of cooperative learning and challenges that affect the implementation of cooperative learning method.

The analyzed data shows that teachers had not practice cooperative learning properly. and it affects the implementation of cooperative learning. In addition to this during researcher' the teachers give little time rather he read the next portion from text book. With regard to the student's roles, the findings this study show that the students were not identify their roles to practice cooperative learning method, hence students were not practicing the activities cooperatively. The properly implementation of cooperative learning strategies will also contribute to students socialization within the culture of professional industry better, preparing them for the expected the professional world (Caroselli, 1998).

Based on the result of the respondents the school environment was not conducive to implement cooperative learning method. To support this idea the students responses indicate in table 6, item 1 indicates that the majority (47%) of respondents were disagreed with the idea of the environment for which the school placed is conducive for implementing cooperative learning. This shows that there are different challenges that affect the implementation of cooperative learning method. Such as large class size, students low motivation and lack of awareness toward cooperative learning method. 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).

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 Aba Fransua secondary school. In the study the following researcher questions were formulated.

1. Do teachers and students in Aba Fransua secondary school practice cooperative learning method?
2. What are the challenges to implement cooperative learning method
3. What are the conducive environments to implement cooperative learning method?

To investigate these researcher (46) teachers were selected by using simple random sampling technique, and 100 samples of students were selected by using purposive

sampling technique and systematic random sampling technique. The data was gathered by using questionnaire and interview . The collected data from population were tabulated and analyzed and presented in table using percentage and using word explanation. Based on the analysis the following finding was obtained.

Majority of the students and teachers respondents were not practice cooperative learning method properly. To supplement this idea the researcher actual classroom students and teachers 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.

5.2.Conclusion

From the finding obtained, the following conclusion were made: the majority of teachers and student in Aba Fransua secondary school, were not practice of cooperative learning properly. The rationale behind this is, the implementation of cooperative learning was affected by many factors. These include large numbers of students in a classroom, learner's low interest, shortage of time and lack of awareness towards cooperative learning method. The proper implementation of cooperative learning method increase student's participation and engagement of their learning.

5.3.Recommendation

From the above findings the following recommendation has been forwarded.

- The school has to work on improving learners attitude towards cooperative learning method
- The school 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 school 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. school 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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APPENDEX-A
WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE

Questionnaire Prepared for Teacher

The purpose of this questionnaire is to investigate the implementation of cooperative learning Aba Fransua secondary school. You are kindly requested to respond to the following question. All information you provide will be kept confidential and will not be used for other purpose except this researcher. Please do not write your name.

Thank you for your cooperation!!

Part I. Background Information

Direction: please write your answer in the spaces provided and put a tick mark (□) in the box you choose.

Sex: Male □ Female □

Qualification: Diploma□ Degree □ Masters □

Teaching experience: 0-5 year□ 6-10 years□1-15 years□>16 years□

Subject/ field of specialization:-Language□ Social since□ natural since □

Part II: Main questionnaire: this sub- section deals about teachers practice of cooperative learning. Therefore, from the given rating scales please choose one of the alternatives and put a tick mark (□) for the response you feel is appropriate!

No.	Items	Scale				
		1	2	3	4	5
1	I organize student in group to work cooperatively					
2	I use different instructional materials to facilitate my lesson					
3	Implementation of cooperative learning requires a great deal of effort					
4	Student participation increase when they work in cooperation manner					
5	I utilize different cooperative learning techniques					
6	Cooperative learning is valuable instructional approach					
7	I give different activities for student to work teacher					
8	I assess student for providing feedback and improving learning					

9	Cooperative learning enhance the learning of low ability students					
10	It is impossible to evaluate students fairly when using cooperative learning method					

Key: 1.Strongly disagree 2. Disagree3.undecided 4.Agree 5. Strongly agree

Part III. Main questionnaire: this sub- section deals with the conduciveness of environment for cooperative learning implementation. Therefore from the given rating scales please choose one of the alternatives and put a tick mark (□) for the response you feel is appropriate!

No.	Items	Scale				
		1	2	3	4	5
1	The environment for which the school placed is conducive for implementation of cooperative learning method					
2	There are adequate instructional materials to learn effectively					
3	There are sufficient supportive staff for effective implementation of cooperative learning method					
4	There is a good relationship between the teachers and student in implementing cooperative learning					
5	There are enough and importance materials (books) in library which helps student for further reading					
6	There are adequately of orientation and guidance service for student in their group and during working together					

7	There is cooperation between teachers and principal to improve student's academic achievement					

Key: 1.Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Part IV. Open Ended Questions

Direction: Please give response in the space provided.

What are the main challenge that affect your implementation of cooperative learning? ----
---

What were your solutions to overcome those challenges facing in implementing of cooperative learning? ----------
---

Thank you for your cooperation!!

APPENDEX-B

WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE

Interview questions for school principals

How do you see teachers practice on cooperative learning method?

Do you think that the learning atmosphere is conducive to implement cooperative learning?

What do you think should be added to make the learning condition of students more conductive?

What are the challenges that you face in facilitating to implement cooperative learning

What do you think are the possible mechanisms for the implementation of cooperative method

Thank you for your cooperation!!

APPENDIX -C

WOlKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE

Questionnaire Prepared for Student

The purpose of this questionnaire is to investigate the implementation of cooperative learning in Aba Fransua secondary school. You are kindly requested to respond to the following questions. All information you provide will be kept confidential and will be used for other purpose expert this researcher. Please do not write your name.

Thank you for your cooperation!!

Part I. Background information

Direction:- please write your answer in the spaces provided and put a tick mark (□) in the box you choose.

1.sex: Male □ Female □

2. Grade level 11.... 12...

Part II: Main questionnaire: This sub- section deals about students practice of cooperative learning. Therefore from the given rating scale please choose one of the alternatives and put a tick mark (□) for the responses you feel is appropriate!

Key: 1.Strongly disagree 2.Disagree 3. Undecided 4. Agree 5. Strongly agree

No	Items	1	2	3	4	5
1	I am familiar with cooperative learning techniques					
2	I work different activities in my classroom with my group members					
3	I am interested working in cooperative group					
4	Engaging in cooperative learning enhance my social skills					
5	I am more effective when I work with cooperation rather working individually					
6	In my classroom I participate in group work					
7	Cooperative learning enhance my learning ability					

8	Cooperative learning helps meet my learning goals					
9	Cooperative learning is appropriate for the grade level I learn.					
10	It is impossible to implement cooperative learning without specialized materials					

Part III.Main questionnaire:- this sub- section deals with the conduciveness of environment for cooperative learning implementation. Therefore from the given rating scales please choose one of the alternative and put a tick (□) for the response you feel is appropriate!

Key: 1.Strongly disagree 2. Disagree 3. Undecided 4. Agree 5.strongly agree

No	Items	1	2	3	4	5
1	The environment for which the school placed is conducive for implementing cooperative learning					
2	There is no adequate instructional material to learn effectively					
3	There are supportive staff to implement cooperative learning					
4	There is no adequate orientation's and guidance for student in there cooperative group					
5	There is a good relationship between teachers and students in implementing cooperative learning					
6	There is no sufficient time to implement cooperative learning					
7	Seats are suitable to employ cooperative learning method					

Part IV. **Open ended questions**

Direction: Please give your response in space provided

What are the factors that affect the implementation of cooperative learning

_____

_____

_____

What was the solution to overcome those challenge facing in implementation cooperative learning?

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