

# The Implementation and Effectiveness of Cooperative Learning on Well-Known Secondary Schools of Sidama Local Country, Ethiopia

Tagese Tilahun Hirgo

Lecturer and head of quality assurance in Furra College, PO box 69, Hawassa, Ethiopia

Email address: [tagesetilahun@gamil.com](mailto:tagesetilahun@gamil.com)

## Abstract

The goal of this look at turned into to appear on the practices and demanding situations of cooperative getting to know in the selected authorities well-known secondary schools of Sidama Zone. The individual of technological know-how turned into used descriptive survey fashion and blended evaluation approach. The pattern of the look at turned into 385, forty five teachers, 324 student's 8 school principals and 8 supervisors had been enclosed as a pattern thru sincere random and purposive sampling method severally. Instruments used at some stage in this look at enclosed shape, semi-established interview and commentary. For shape a five cause Likert scale turned into adopted. Frequencies and share turned into accustomed examine the information. Data generated from interview and room commentary turned into delineated qualitatively. The findings suggest that teachers and college students have advantageous attitudes toward cooperative getting to know which they prefer it to lecture-fashion. Consequently the subsequent findings had been obtained: lecturer's loss of information and schooling on cooperative getting to know; college students' loss of hobby to take part in cooperative getting to know and passive shape of getting to know; loss of sufficient guide from frame and inaccessibility of tutorial substances had been some of the demanding situations that prevent the implementation of cooperative getting to know. Consequently, lecturer's unit lively historical coaching strategies. Similarly, college students indicated that they may be now no longer inclined to take part in phrase while the individual of technological know-how ascertained in the real room. The mission for teachers is to increase abilities to facilitate advantageous cooperation know-how amongst their college students World Health Organization must act with each other's. Its advocate, presenting good enough frame guide, making ready supplementary substances, making ready cooperative getting to know education for teachers and inviting experts to proportion know-how concerning cooperative getting to know.

**Keywords:** cooperative, Frequencies, implementation, supplementary & education

**DOI:** 10.7176/CEIS/14-1-02

**Publication date:** January 31<sup>st</sup> 2023

## 1. Introduction

In a great frame of literature, training is recounted as a important detail in the method of countrywide improvement. It unlocks human ability and enables people higher below the arena inside which they live. Education can deal with the complexity and interconnectedness of troubles like poverty, wasteful consumption, environmental degradation, city decay, growth, gender inequality, health, conflict, violation of human rights and seeks to empower humans to count on obligation for growing a sustainable destiny (UNESCO, 2005; TGE, 1994). In assisting this, Oliveria and Farell, as noted in Ayalew (2009), seen] that the instructor is that the maximum large useful resource in a training machine in any society. The teacher additionally performs a severe function in the transport of exceptional training. It has been located alive though diverse dictionaries that to cooperate way paintings collectively to understand shared goals. It's social, monetary and organic that means and interpretation. in an incredibly social context, cooperation way organization motion which elements mutual blessings to any or all participants. In low in cost context, production, buy and distribution are one of kind monetary sports at the same time as cooperation will be a joint attempt closer to those sports. The improvement of primary abilities via social dating necessities cluster upload the coaching getting to know technique as advised through numerous college students' off hand present ages. Made academic achievements are regularly attended via severa getting to know methods. One altogether those methods frequently specialize in the significance of getting to know to paintings efficiently in the groups in magnificence rooms (Melese, 2011). As a outcomes of cooperative getting to know is a good medium to factor out academic abilities (it promotes tremendous getting to know interplay and elevated attitudes towards getting to know), teachers ought to determine to undertake cooperative getting to know as an change coaching approach to inspire freshmen to be in cooperative groups and research along. However, there may be a difference among simply having freshmen upload a group and structuring groups of freshmen to paintings hand and glove. a group of freshmen sitting at equal desk doing their personal paintings, but being unengaged to talk with every different as they paintings, isn't always based to be a cooperative cluster. to hold with Johnson and Johnson(2009, a cooperative getting to know approach is

composed genuinely perceived tremendous reciprocity, decent sell (face- to-face ) interplay, genuinely perceived man or woman answerability and private obligation to apprehend the organization's goals, common use of the applicable social and small-organization abilities, and common and everyday cluster method of cutting-edge functioning to boost the organization's destiny effectiveness. To summarize in Isaacs's (2008) terms, for groups to be cooperative, the individuals must have clean tremendous reciprocity, individuals must sell each deferent's getting to know and achievement face-to-face, keep every different head to head and on a private foundation accountable to adopt and do an sincere percentage of the paintings, use definitely the social and tiny cluster abilities required for co-operational efforts to gain achievement and technique as a group but efficiently the individuals rectangular degree working along. From this concept, the most important cause that we must constantly understand is that cooperative getting to know may be a way of coaching now no longer partner end through itself but is probably a way that goals a skillful instructor to be purposefully enforced. Hence, if college students unit of dimension demanded to perform sports which means definitely the' cooperative getting to know, the instructor ought to understand why, but and as soon as to apply cooperative getting to know methods in lecture rooms. This shows that the records and attitude that teachers keep on cooperative getting to know approach rectangular degree extraordinarily pertinent for the strategy to be sufficiently utilized. Recently, cooperative attending to know appears to develop to be one of the fundamental energetic getting to know techniques that entice interest of many countries. From the unique definitions and factors via manner of way of special authors a few different place with within the world, cooperative attending to know may be conceptualized as an important factor that could boost up hassle fixing potential of university college students. However, this approach needs instructors to understand how, even as and why to workout in examine room instructions. This is to mean that the effectiveness of cooperative studying implementation is based upon on teachers' knowledge, mind-set and exercise closer to cooperative attending to know method. Furthermore, to have a popular photograph at the quantity to which the generation of cooperative studying is carried out in examine room instructions, undertaking an studies on teachers' and university college students' knowledge, mind-set and exercise in the course of cooperative attending to know could be very important. Therefore, the purpose of this observe might be to have a study the workout and attitudes of teachers and university students approximately cooperative studying and the amount they workout it in classrooms.

## 2. Research objectives

The populargoal of this observechanged into to evaluate the implementation and effectiveness cooperative getting to know on popular secondary colleges of Sidama local country.

### 2.1 Specific goal

- To examine the quantity of instructor exercise of cooperative getting to know techniques of their magnificence room.
- To have a look at the lecturers and college students attitudes in the direction of cooperative getting to know techniques
- To discover demanding situations those have an effect on the implementation of cooperative getting to know of their magnificence room
- Discover beneficial method to enhance the exercise of cooperative getting to know implementation with inside the observe popular secondary college magnificence rooms.

## 3. Review of Related Literature

### 3.1 Concept of Cooperative Learning

Researchers gave numerous definitions of cooperative gaining knowledge of Johnson and Johnson (2000) described that cooperative gaining knowledge of is probably a conventional time period that refers to severe techniques for organizing and accomplishing school room instruction. They additionally stated that cooperative gaining knowledge of is that the instructional use of small organizations in order that student's paintings collectively to maximize their personal and every different are gaining knowledge of. Similarly, Kagan (n.d) stated that cooperative gaining knowledge of is probably a a success coaching method inside which small teams, every with college students of various ranges of ability, use a choice of gaining knowledge of sports to enhance their know-how of a subject. Each member of a crew is accountable now no longer handiest for gaining knowledge of what is taught however additionally for assisting teammates learn, as a result growing an surroundings of feat. Students go through the venture till all institution individuals correctly apprehend and entire it. Johnson, Johnson and Monson, (2012) conceptualized cooperative gaining knowledge of as a substitute paradigm of coaching that includes growing the situations beneath which college students can actively find out and assemble their personal know-how, having college students paintings collectively cooperatively to adopt to in order gaining knowledge of is probably a social (now no longer an individual) process, growing non-public relationships amongst college students, growing the talents and skills of all college students, and motivating

college students thru intrinsic goals. To Eslamian, and Aref (2012), the time period is considered as a sparkling technique in instructional exercise. The imperative concept underlying cooperative gaining knowledge of is involvement, which essentially means that newcomers shape a shape of mutual assist institution, and paintings interdependently to comprehend an average aim of gaining knowledge of. Similarly, Hijazi and Al-Natour (2012) stated that cooperative gaining knowledge of can be a gaining knowledge of fashion wherein college students institution collectively to perform tremendous cooperative duties. it's miles a gaining knowledge of fashion wherein college students are possibly to comprehend better ranges of feat, to growth time on task, to make cross-ethnic friendships, to revel in stronger self-esteem, to shape life-lengthy interplay and communiqué talents, and to grasp the conduct of mind (critical, innovative and self-regulated) had to feature as effective individuals of society. Other scholar, Knight (2009) described cooperative gaining knowledge of as a gaining knowledge of mediated with the aid of using college students instead of the teacher. In cooperative gaining knowledge of, college students upload organizations to suggest themselves the contents being covered. Cooperative gaining knowledge of is moreover a manner that instructors can use to inject range into their lessons, and treated effectively; it presents a putting for college youngsters to be advised essential social skill. Almost like this concept Cheong (2010) stated that during cooperative gaining knowledge of, the occasion of interpersonal talents is as essential due to the fact the education itself. The occasion of social talents in institution paintings-gaining knowledge of may be a key to excessive high-satisfactory institution paintings. Much cooperative gaining knowledge of duties are placed to college students with each educational goals and social talents goals. It have to be remembered right here that clearly placing college students in organizations to paintings collectively isn't always a enough circumstance for reaching the blessings of cooperative gaining knowledge of, until the teacher takes steps to guarantee educational and duty heterogeneity of the little organizations, the institution gaining knowledge of is possibly touring be ineffective. As Cheong (2010) stated, the various techniques of cooperative gaining knowledge of contain assigning roles inside every small institution (along with recorder, participation encourager, summarizer) to shape certain the high quality interdependence of institution contributors and to permit to exercise one of a kind teamwork talents. 2.3. Teachers' Use of Cooperative Foyle and Lawrence (1988.p.2-3) understand the clean steps involved in a really achievement implementation of cooperative reading sports activities: • The content material fabric to comprehend know-how of is identified, and requirements for mastery are determined with the assist of the usage of the teacher. • The most useful cooperative reading technique is identified, and consequently the organization duration is determined with the assist of the usage of the teacher. • Students are assigned to organizations. • The school room is prepared to facilitate organization interplay. Group techniques are taught or reviewed as needed to assure that the organizations run smoothly. • The teacher develops expectations for organization reading and makes positive university college students apprehend the purpose for the reading amazing manner to require place. A time line for sports activities is shaped smooth to high school college students. • The teacher gives initial material as appropriate, the usage of something techniques she or he chooses. • The teacher video show unit's scholar inters play with in the organizations, and gives assist and clarification prenatal. The teacher reviews organization competencies and lets in problem solving even as necessary. • Student effects are evaluated. Students must for my part display mastery of critical competencies or thoughts of the reading. Evaluation is primarily based totally mostly on observations of scholar typical overall performance or oral responses to questions; paper and pencil need now no longer be used. • Groups are rewarded for fulfillment .Verbal praise with the assist of the usage of the teacher or popularity with in the magnificence-publication or on the bulletin board is likewise accustomed reward excessive-attaining organizations. 2.four. Class Activities in Cooperative Learning Kagan and his buddies at Kagan Publishing and Professional Development have boost specific cooperative reading sports activities. The next are sort of the cooperative reading sports activities superior thru Kagan and his buddies, (n.d).

#### **i. Jigsaw**

Idea is primarily based totally definitely on the branch of sports activities and each employer member is assigned some unique material to investigate and then to teach to his employer individuals. The reason of jigsaw reading is to growth institution art work and cooperative reading competencies interior all inexperienced persons. Additionally, it enables to growth a depth of records now not possible if the inexperienced persons were to intention to investigate all the material on their non-public. this will be to mean that jigsaw technique requires equal branch of obligations a number of the cooperative reading organizations and organizations are responsible forgetting to recognize a totally specific a part of content material fabric and imparting that content material fabric to teammates. In general, regardless of the versions few of the specific cooperative reading approaches, all cooperative reading strategies pre purported to personal university college students recollect a immoderate degree of obligation for their non-public reading as opposed to perceiving reading as imposed thru others.

#### **ii. Numbered Heads Together (Kagan)**

A institution of four is established. Each member is given numbers of 1, 2, 3, and four. Questions are asked of the employer. The inexperienced persons are asked to 'positioned their heads together' to create positive that

each person is aware of the answer. Teacher calls out a variety of and additionally the inexperienced persons thereupon extensive range growth their palms or stand up to reply. This activity guarantees best interdependence due to the reality inexperienced persons positioned their heads together to agree on the right answer and to shape positive that each one institution individuals apprehend that answer, for this reason everybody anticipates being determined as on (Isaacs, 2008 and Stahil 1994).

### iii. Team Pair Solo (Kagan)

Team pair solo is an technique of cooperative progressing to recognize wherein in university college students are grouped into teams. First, they clear up issues as a crew, then with a partner, and finally on their non-public i.e. in my view. it is designed to encourage university college students to cope with and reap achievement at issues which first of all are beyond their ability. it is primarily based totally mostly on a clean notion of mediated making plans to recognize. Team works a problem to completion and then splits into pairs. Pairs art work a similar problem together and then break up into solo university college students who in my view art work the identical kind of problem .This technique builds self warranty even as attempting more tough content material fabric. It moreover lets in university college students to attempt to to greater matters with assist (mediation) than they are capable of do alone. In widespread, however the versions a number of the specific cooperative aiming to recognize approaches, all cooperative getting to recognize strategies supposed to personal university college students recollect a immoderate degree of obligation for their non-public learning in desire to perceiving aiming to recognize as imposed through manner of way of others.

## 4. ResearchMethodology

### 4.1 Research Design

A research design is an integrated system and justification for technical decisions in planning a pursuit project created with the purpose of carrying out systematic and rigorous enquiry to address a particular problem arising from a gap in knowledge (CresswellandBlaikie, 2003). It is a blue print for conducting the research. Research design mainly focuses on the merchandise and therefore the research problem while the methodology focuses more on the method, the tools, and procedures to be utilized in the research (Bobbie and Mouton, 2001). The purpose of this study was to assess the implementation and effectiveness of cooperative learning on government general secondary schools. Therefore, the coed researcher employed descriptive survey design.

### 4.2 Data Collection Procedure

After the modification and correction of instruments, the researcher consequently arranges discussions with school leaders and reached consensus, the questionnaire was delivered to teachers and students. To induce relevant and reliable data for the study quantitative data gathering tools was used. Interviews were conducted after convenient time is arranged with the respective school principals.

### 4.3 Target Population

**Table 1 Target Population ofthe Study**

No	Item	Population	Sample size	%	Techniques
1	Teachers	180	45	25	Sample sampling
2	Students	3240	324	10	Sample sampling
3	School principals	8	8	100	Purposive sampling
4	Supervisors	8	8	100	Purposive sampling
Total		3436	385	11.2	

### 4.4 Sample and Sampling Techniques

The researcher used Yamane' (1967) formula to calculate sample size as shown below: Therefore, the quantity of the sample sizes is that the summation of samples size.i.e. $n=n_1+n_2$

### 4.5 Sample and Sampling Techniques

The researcher used Yamane' (1967) method to calculate pattern length as proven below: Therefore, the quantity of the pattern sizes is that the summation of samples length.i.e. $n=n_1+n_2+n_3$  whereas, n is drawn from the whole populace , the pattern length is about at five margin of earnings of blunders and 95% self belief stage the usage of pattern willpower method. Simple sampling approach is an technique that every pattern length is without delay proportional to the populace length of the whole organization. that means every organization pattern has the equal pattern fraction  $n=N/(1+N((e))^2)$ ; (Yamane,1967). Where, n=the pattern length N= the overall populace  $e$ =margin of blunders= $0.05n=385/(1+385((0.05))^2)=385N= 385+n_3$  whereas, n is drawn from the entire populace , the pattern length is about at five ratio of blunders and 95% self belief stage the usage of pattern willpower method. Simple sampling approach is an technique that every pattern length is without delay proportional to the populace length of the complete organization. That method every organization pattern has the

equal pattern fraction.  $n = N / (1 + N(e)^2)$  ; (Yamane, 1967). Where, n = the pattern length N = the complete populace e = margin of blunders = 0.05  $n = 385 / (1 + 385(0.05)^2) = 385N = 385$

#### 4.6 Methods of information analysis

Both quantitative and qualitative data analysis techniques was accustomed answer the essential research questions of the study, appropriate data analysis procedure was employed supported the essence of information. The quantitative data gathered though questionnaires was tailed, tabulated, and analyzed by employing table of frequency and percentage supported the constructs. The qualitative data was analyzed by categorizing thematically and interpreted qualitatively by integrating with the quantitative data.

### 5. Results and Discussion

#### 5.1. Response rate

#### 5.2. Respondents' perception of the advantage, practice and challenges of cooperative learning

Practices of teachers' and students' Cooperative Learning knowledge affected the way they perceived and managed factors like students' age and sophistication size, student behavior, and teacher control and planning. Attempts were made to live the respondents' responses towards cooperative learning. Table.2 Teachers' and Students' perception towards Cooperative Learning practices

No	Items	Responde nt	Response rate													
			SA		Agree		SA+A		Not sure		Disagree		SDA		D+SDA	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1.	I favor CL within the classroom	Teachers	10	22.2	27	60	37	82.2	3	6.7	4	8.9	3	6.7	7	15.6
		Students	52	16	180	55.6	232	71.6	33	10.2	30	9.3	29	8.9	59	15.2
		Total	62	16.8	207	56.1	269	72.9	36	9.8	34	9.2	32	8.7	66	17.9
2	I choose to be taught by CL compared to traditional methods	Teachers	7	15.6	22	48.9	19	63.6	6	13.3	5	11.1	5	11.1	10	22.2
		Students	100	30.9	139	42.9	239	73.8	48	14.8	23	7.1	14	4.32	37	11.4
		Total	107	29	161	43.6	268	72.6	54	14.6	28	7.6	19	5.14	47	12.7
3	I think it's possible to be told /teach any course with CL	Teachers	9	20	26	57.8	35	77.6	4	8.9	3	6.7	3	6.7	6	13.4
		Students	104	32.1	149	46	253	78.1	32	9.9	13	4.01	26	8.02	39	12
		Total	113	30.6	175	47.4	288	78	36	9.8	16	4.3	29	7.9	45	12.2
4	I just like the course that's taught by using CL	Teachers	15	33.3	18	40	33	73.3	4	8.9	3	6.7	5	11.1	8	17.8
		Students	68	21	113	34.9	181	55.9	97	29.9	13	4	33	10.2	46	14.2
		Total	83	22.5	131	35.5	214	58	101	27.4	16	4.3	38	10.3	54	14.6

N. B: SA and A had been taken into consideration as A (agree) and SDA and DS had been dealt with as DS (disagree) for evaluation purpose. As proven in the object 1 of desk 2, the respondents had been requested to suggest their settlement at the belief toward CL. accordingly, the majority of respondents 37(82.2%) of instructors and 232(71.6%) of students had been agreed at the belief toward CL is sweet. The statistical findings are supported with the aid of using statistics from the interviews. All the university principals and supervisors indicated that scholars ought to academically and socially have the advantage of the use of CL, and it complements college students' motivation to locate out. With recognize to object 2 of desk 2, respondents had been requested to factor out their settlement whether or not or now no longer they desired to study with the aid of using CL or conventional strategies in secondary schools. Accordingly, 29(63.9%) of instructors and 239(73.8%) of students agreed with the statement. Therefore, as indicated with the aid of using the end result received from questionnaire, it is viable to finish that the reputation of gaining knowledge of any problem with CL is greater optimal than conventional approach of coaching gaining knowledge of practices. In object three of desk 2, the respondents had been requested to factor their settlement at the chance to locate out /train any route with CL approach. Accordingly, the majority of instructors 35 (77.8%) and college students 253 (78%), had been agreed the chance to locate out /train any route with CL approach. Similarly, majority of instructors 33(73.three%) and scholar respondents 181(55.9%) agree the route it really is taught with the aid of using the use of CL. Besides, in

the interview defined that: It relies upon at the problem and additionally the problem studied. Some subjects or a few contents do not appear to be like minded with the CL. With regard to object four of desk 2, the respondents had been requested to expose their settlement degree at the hobby to the route it really is taught with the aid of using the use of cooperative gaining knowledge of. Accordingly, 18(40%) of instructors, and (43%) college students had been agreed at the hobby to the route it really is taught with the aid of using the use of cooperative gaining knowledge of. From this we're capable of finish that each of the academics and college students had been involved to the route it really is taught with the aid of using the use of cooperative gaining knowledge of. In general, instructors' and college students' perceptions of cooperative gaining knowledge of are regularly taken into consideration pretty positive, with the majority of the academics 'and college students pronouncing that they favored cooperative gaining knowledge of and desired to study with the aid of using this approach. However, a few college students had been nonetheless unsure that or desired the lecturing approach. the reasons cited above, collectively with the drawbacks of the use of cooperative gaining knowledge of, is likewise some of the reasons why a few college students disagreed with the social and educational advantages of the use of cooperative gaining knowledge of.

### 5.3 The most challenges/factors in implementation of cooperative learning

In the questionnaire, teachers' and students were also asked to contemplate the possible challenges and problems posed by learning through cooperative learning. **Table.3. The main challenges with Classroom and Student related factors in implementation cooperative learning**

No	Items	Respondent	Response rate													
			Very high		High		H+V.H		Moderate		Low		Very low		Low+ V.Low	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
A	Classroom related factors affecting the CL															
1	The existence of huge number of scholars in one class	Teachers	28	62.2	8	17.8	36	80	3	6.7	3	6.7	3	6.7	6	13.4
		Students	160	49.4	72	22.2	232	71.6	26	8.02	42	13	24	7.41	66	20.4
		Total	188	50.9	80	21.7	268	70.6	29	14.72	45	19.7	27	14.11	72	19.5
2	Uncomfortable seating arrangement of scholars	Teachers	30	66.7	6	13.3	36	80	2	4.4	4	8.8	3	6.7	7	15.6
		Students	172	53.0	68	21	240	74.1	20	6.2	38	11.7	26	8.02	64	19.8
		Total	202	52.7	74	20.1	276	74.7	22	10.8	42	20.5	29	14.72	71	19.2
3	Lack of clear guide line to practice CL	Teachers	8	17.8	18	40	26	57.8	2	4.4	8	17.8	9	20	17	37.8
		Students	48	14.8	142	43.8	190	58.6	32	9.9	20	6.2	82	25.3	102	31.5
		Total	56	15.2	160	43.4	216	58.5	34	14.3	28	24	91	45.3	119	32.2
4	Problem of group organization/arrangement	Teachers	10	22.2	27	60	37	82.2	3	6.7	4	8.9	3	6.7	7	15.6
		Students	52	16	180	55.6	232	71.6	33	10.2	30	9.3	29	8.9	59	18.2
		Total	62	16	207	56.1	269	76.9	36	16.9	34	18.2	32	15.6	66	17.9
B	Student related factors affecting the CL															
5	Lack of awareness about cooperative learning	Teachers	4	8.9	7	15.6	11	24.5	22	48.9	10	22.2	4	8.9	14	31.1
		Students	22	6.8	29	8.9	51	15.7	158	48.8	64	19.8	51	15.7	115	35.5
		Total	26	7	36	9.7	62	35.8	180	96.8	74	42	55	24.6	129	35
6	Lack of interest in cooperative learning	Teachers	2	4.4	7	15.6	9	20	19	42.2	11	24.4	6	13.3	17	37.8
		Students	27	8.33	31	9.6	58	18	146	45.1	68	21	52	16.0	120	37
		Total	29	7.9	38	10.3	67	10.2	165	87.3	79	45.5	58	29.3	137	37.1
7	Reluctance of scholars to participate during cooperative learning	Teachers	10	22.2	26	57.8	36	80	4	8.9	3	6.7	2	4.4	5	11.1
		Students	104	32.1	149	45.9	257	79.3	30	9.3	27	8.3	10	3.1	37	11.5
		Total	114	30.9	175	47.4	293	79.4	34	18.2	30	15	12	7.5	42	11.4
8	Unwillingness of scholars to require responsibilities as they're assigned for his or her work/responsibility	Teachers	28	62.2	10	22.2	38	84.4	-	-	3	6.7	4	8.8	7	15.6
		Students	180	55.6	100	30.9	280	86.4	10	3.1	18	5.6	16	4.9	34	10.5
		Total	208	56.4	110	29.8	318	86.1	10	3.1	21	12.3	20	13.7	41	11.1
9	Domination of some students over the others during group work	Teachers	3	6.7	8	17.8	11	24.4	23	51.1	7	15.6	4	8.8	11	24.4
		Students	62	16	80	24.7	142	43.8	130	40.1	30	9.3	22	6.8	52	16
		Total	65	57.6	88	23.9	153	41.5	153	91.2	37	24.9	26	15.6	63	17.1
10	Lack of confidence to	Teachers	4	8.9	7	15.6	11	24.4	15	33.3	11	24.4	8	17.8	19	42.2

No	Items	Respondent	Response rate													
			Very high		High		H+V.H		Moderate		Low		Very low		Low+ V.Low	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
	precise their views	Students	27	8.33	52	16	79	24.3	145	44.8	82	25.3	18	5.6	100	30.9
Total		31	8.4	59	15.9	90	24.4	160	78.1	93	49.7		23.4	119	32.2	
11	Poor educational background of scholars	Teachers	3	6.7	3	6.7	6	13.4	21	46.7	11	24.4	7	15.6	18	40
		Students	20	6.2	25	7.7	45	13.9	161	49.7	72	22.2	46	14.2	118	36.4
		Total	23	6.2	28	7.6	51	13.8	182	96.4	83	46.6	53	29.8	136	36.9
12	Unequal sharing of task among group members	Teachers	9	20	24	53.3	33	73.3	3	6.7	6	13.3	3	6.7	9	20
		Students	62	16.8	157	48.5	219	67.6	22	44.1	48	6.8	35	10.8	83	25.6
		Total	71	19.2	181	49.1	251	68.3	25	50.8	54	20.1	38	17.5	92	24.9

In the primary object of desk three, respondents have been asked to show their stage of settlement on Classroom associated elements affecting the implementation of cooperative mastering. Accordingly the majority of instructors 36(80%) and college students 232(71.6%), have been highly agreed that the life of massive variety of students in a single magnificence distinctly affecting the implementation cooperative mastering. Concerning object 2 of desk three, respondents have been requested to fee their settlement on Uncomfortable seating association of students. Accordingly the majority of instructors and college students, this could be for object one became responded that uncomfortable seating association of students critically impacts the implementation cooperative mastering. As proven in object three of desk three the respondents have been asked to factor out their settlement stage on the dearth of clean manual line to exercise cooperative mastering. Accordingly the majority of instructors 26(57.eight%) and college students 190 (58.6%) have been said that loss of clean manual line distinctly have an effect on to exercise cooperative mastering. moreover to the current, hassle of institution organization/association became distinctly affecting the implementation cooperative mastering as indicated in object four of desk three. Moreover, teacher’s incapacity to deliver well timed feedbacks and their failure to reorganize institution association is extraordinarily affecting the implementation cooperative mastering. In aid of this, the outcomes of commentary tick list additionally indicated determined instructors have been forming companies supported the conventional seating kind of college students with out thinking about their educational ability. Interview outcomes with principals additionally confirmed that everyone the academics cited a few hassle of institution organization/ association that might have an effect on their use of cooperative mastering. In the 5th object in desk three, respondents have been asked to show their settlement on lack of know-how approximately cooperative mastering. Accordingly, eleven(24.5%)of instructors and college students 51(15.7%) have been said that lack of know-how approximately cooperative mastering reasonably affecting the implementation of cooperative mastering. With connection with object 6 of desk three, respondents have been requested to factor out their settlement climate loss of hobby in cooperative mastering have an effect on enforcing cooperative mastering. Accordingly, nine(20%) of instructors and students58(18%) have been responded that loss of hobby in cooperative mastering reasonably have an effect on enforcing cooperative mastering. Concerning object 7 of desk three, respondents have been asked to show their stage of settlement on reluctance of students to take part in the course of cooperative mastering. Accordingly, 36(80%) of instructors and students253 (78.1%) have been agreed that reluctance of students to take part in the course of cooperative mastering distinctly affecting its implementation. As display objects eight of table3, respondents have been requested to factor out their settlement on whether or not or now no longer unwillingness of students to require duties as they may be assigned for their paintings/obligation in pattern colleges of beneath study. Supported their responses, 38(84.four%) of instructors and 280 (86.5%) of students have been said that unwillingness of students to require duties as they may be assigned for their paintings/obligation distinctly affecting the implementation of cooperative mastering. Concerning object nine of desk three, respondents have been asked to reply their settlement at the domination of a few college students over the others in the course of institution paintings. Consistent with their response, eleven(24.5%) of instructors and 142(43.eight%) of students have been implied due to the fact the domination of a few college students over the others in the course of institution paintings reasonably have an effect on the implementation of cooperative mastering. As proven in object 10 of desk three, respondents have been asked to reveal their stage of settlement on loss of self assurance to unique their perspectives. As we will recognize from their response11 (24.four %) of instructors and 79(24.three%) of college students have been rated as at the hassle that pupil loss of self assurance to specific their perspectives reasonably have an effect on the implementation of cooperative mastering. Similarly, as indicated object eleven in Table three, respondents have been asked to show their stage of settlement on Poor academic history of students. During this regard, majority of respondents, i.e.6 (13.four%) of instructors, and 45(13.nine%) of students have been said that Poor academic history of students reasonably have an effect on the implementation of cooperative mastering. The remaining object 12 in desk three, respondents have been asked to signify their settlement on

whether or not or now no longer unequal sharing of undertaking amongst institution individuals. Accordingly the majority of instructors 33(73.eight%) and college students 219(67.6%) have been said that unequal sharing of undertaking amongst institution individuals distinctly affecting the implementation of cooperative mastering. In aid of the above evaluation in statistics received thru commentary test listing additionally indicated that, unequal sharing of undertaking amongst individuals of institution and domination of few college students on the time of doing sports have been determined. Moreover, the outcomes of interview held with one a few of the principals indicated “a few college students are carless, they're doing now no longer take their obligation, and they ought to advantage blessings being at the shoulder of others.”

4Teachers related challenges/factors in implementation of CL

No	Items	Respondent	Response rate													
			High		V. High		H+VH		Moderate		Low		Very low		L+VL	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Lack of awareness about the advantages of cooperative learning	Teachers	2	4.4	8	17.8	10	22.2	18	40	8	17.8	9	20	17	37.8
		Students	32	9.9	20	6.2	52	16.1	142	43.8	48	14.8	82	25.3	130	71.1
		Total	34	9.2	28	7.6	62	16.8	160	43.4	56	15.2	91	24.7	147	39.9
2	Lack of interest (attitude) on cooperative learning	Teachers	24	53.3	9	20	33	53.3	3	6.7	6	13.3	3	6.7	9	20
		Students	157	48.5	62	19.1	219	67.6	22	6.8	48	14.8	35	10.8	83	25.6
		Total	181	49.1	71	19.2	252	68.3	25	6.8	54	14.6	38	10.3	92	24.7
3	Unwillingness of teachers to implement cooperative learning	Teachers	8	17.8	3	6.7	11	24.5	23	51.1	7	15.6	4	8.8	11	24.4
		Students	80	24.7	62	19.1	142	43.8	130	40.1	30	9.3	22	6.8	52	16.1
		Total	88	23.8	65	17.6	153	41.4	153	41.5	37	10	26	7	63	17
4	teachers inability to produce clear procedures on the way to perform the activity	Teachers	7	15.6	2	4.4	9	20	19	42.2	11	24.4	6	13.3	17	37.7
		Students	31	9.7	27	8.3	58	18	146	45.1	68	21	52	16.0	120	37
		Total	38	10.3	29	7.9	67	34.6	165	44.7	79	45.4	58	29.3	137	37.1
5	Inability of teachers to share responsibility for every group members	Teachers	26	57.8	9	20	35	77.8	4	8.9	3	6.7	3	6.7	6	13.4
		Students	149	46	104	32.1	253	78.1	32	9.9	13	4.01	26	8.02	39	12
		Total	175	47.4	113	30.6	288	78	36	9.8	16	4.3	29	7.9	45	12.2
6	Lack of skill to manage activities during cooperative learning	Teachers	27	60	10	22.2	37	82.2	3	6.7	4	8.9	3	6.7	7	15.6
		Students	149	46	104	32.1	253	78.1	30	9.3	27	8.3	10	3.1	37	11.4
		Total	176	47.7	114	30.9	290	160.3	33	16	31	17.2	13	9.8	44	11.9
7	Teachers inability to supply timely feedback/support	Teachers	24	53.3	9	20	33	73.3	3	6.7	6	13.3	3	6.7	9	20
		Students	157	48.5	62	19.1	219	67.6	22	52.3	48	6.8	35	10.8	83	17.6
		Total	181	49.1	71	19.2	252	140.9	25	59	54	20.1	38	17.5	92	24.7
8	The inclination of teachers interest towards lecturing method	Teachers	26	57.8	10	22.2	36	80	4	8.9	3	6.7	2	4.4	5	11.1
		Students	149	46	104	32.1	253	78.1	30	9.3	27	8.3	10	3.1	37	11.4
		Total	175	47.4	114	30.8	289	140.2	34	18.2	30	15	12	7.5	42	11.4
9	teachers failure to supply sufficient time so as to pander to the given issue/activity	Teachers	26	57.8	9	20	35	77.8	4	8.9	3	6.7	3	6.7	6	13.4
		Students	149	46	104	32.1	253	78.1	32	9.9	13	4.01	26	8.02	39	12
		Total	175	47.4	113	30.6	288	139.8	36	18.8	16	10.71	29	14.7	39	11.9
10	teachers failure to reorganize group arrangement of scholars	Teachers	27	60	10	22.2	37	82.2	3	6.7	4	8.9	3	6.7	7	15.6
		Students	149	46	104	32.1	253	78.1	32	9.9	13	4.01	26	8.02	39	12
		Total	176	48.7	114	30.9	289	142.4	35	16.6	17	12.9	29	14.7	46	12.5

N.B usually excessive and excessive have been taken into consideration as excessive, and occasional and



usually low have been dealt with as low for evaluation purpose. As proven in Table four, for you to investigate preceptors' associated demanding situations elements in perpetration of collaborative literacy toward collaborative literacy 10 details have been raised. As regard to object 1 of desk four, the repliers have been requested to expose their settlement at the object associated that preceptors warrant of mindfulness approximately the advantages of collaborative literacy. Consequently, 18(40) of preceptors and 142(43.8) students, have been responded on the difficulty it truly is incredibly affecting the perpetration of collaborative learning. With regard to object 2 of desk four, repliers have been requested to expose their settlement on schoolteacher's hobby (station) on collaborative literacy. Consequently, 252(68.three) have been agreed that loss of preceptors hobby (station) in large part affecting the perpetration of collaborative literacy. In object three of desk four, the repliers have been requested to signify their settlement at the volume to reluctance of preceptors to use collaborative literacy. In this regard, 153(41.five) have been agreed as reluctance of preceptors incredibly affecting the perpetration of collaborative learning. With regard to object four of desk four, repliers have been requested to expose their settlement at the volume to which schoolteacher's inability to present clean strategies on the way to carry out the exertion. Consequently, 19(42.2) of preceptors and 146(45.1) students, have been responded as preceptors inability to present clean strategies on the way to carry out the exertion incredibly affecting the perpetration of collaborative learning. As proven object five in desk four, for you to investigate inability of preceptors to partake duty for every institution participants became raised. To this effect, the records within side the desk suggest that repliers had terrible station toward inability of preceptors to partake duty for every institution participants (78) of them in large part affecting the perpetration of collaborative learning. Similarly, as indicated object 6 in tables four, repliers have been asked to show their function of settlement on loss of schoolteacher's talent to manipulate conditioning at some stage in collaborative literacy. In this regard, adulthood of repliers, i.e. 37(82.2) of preceptors, and 253(78.1) of students have been said that loss of preceptors talent to manipulate conditioning at some stage in collaborative literacy in large part affecting the perpetration of collaborative literacy. What's further, in object 7 and 8, utmost of the repliers allowed that preceptors' inability to present well timed feedbacks(49.1) and inclination of schoolteacher's hobby toward talking gadget(47.four) are in large part affecting the perpetration collaborative literacy respectively. As indicated in desk four over, repliers have been requested to expose their settlement whether or not has the same opinion or not. In this regard, adulthood of repliers for object range nine and 10 responded at the troubles like, preceptors failure to present enough time for you to address the given issue/ activity288( 78) and preceptors failure to reorganize institution association of students 290(81.1) independently. This shows preceptors associated elements on their failure to present enough time for you to address the given issue/ exertion and shortage of talent to reorganize institution association of students are in large part affecting the perpetration of collaborative literacy. In analogous manner, adulthood of compliances made through the experimenter indicated that preceptors confronted problem in handling collaborative literacy and sharing duty for every pupil. Due to this, preceptors have been located to hurry in to standard lecturing gadget within side the intervening time at the same time as rehearsing collaborative literacy and students have been located to return back much less birthday birth day celebration and out of task. Interview carried out with academy headliners additionally substantiated that "college teacher' loss of station on collaborative literacy and dedication are main elements affecting the perpetration of collaborative literacy".

**Table 5 The strategies that help to improve cooperative learning approach effectively**

No	Items	Respondents	Response rate													
			V. high		High		H+VH		Moderate		Low		V.low		L+VL	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Forming in different ability group members on group discussion in the classroom	Teachers	10	22.2	27	60	37	82.6	3	6.7	4	8.9	3	6.7	7	15.6
		students	52	16	180	55.6	132	71.6	33	10.2	30	9.3	29	8.9	59	18.2
		Total	62	38.2	207	56	269	72.9	36	9.8	34	9.2	32	8.7	66	17.9
2	Developing awareness about implementing cooperative Learning	Teacher	9	20	24	53.3	33	73.3	3	6.7	6	13.3	3	6.7	9	20
		Students	62	19.1	157	48.5	119	36.7	22	6.8	48	14.8	35	10.8	83	25.6
	Learning	total	71	19.2	181	49	152	41.1	25	6.8	54	14.6	38	10.3	92	24.9
3	Prepare adequate	Teachers	9	20	26	57.8	35	77.8	4	8.9	3	6.7	3	6.7	6	13.4

No	Items	Respondents	Response rate													
			V. high		High		H+VH		Moderate		Low		V.low		L+VL	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
	teaching materials to implement group discussion	Students	104	32.1	149	46	253	78.1	32	9.9	13	4.01	26	8.02	39	12
		Total	113	30.6	175	47.4	288	78	36	9.8	16	4.3	29	7.9	45	12.2
4	Classroom facilities like class size, table, chairs, black board etc in order to create convinced environment or group based discussion	Teachers	9	20	24	53.3	33	73.3	3	6.7	6	13.3	3	6.7	9	20
		Students	62	19.1	157	48.5	219	67.6	22	6.8	48	6.8	35	10.3	92	17.6
		Total	71	19.2	183	49	254	68.8	25	6.8	54	14.6	38	10.3	92	24.9
5	Teachers need to be committed and prepare teaching methodologies which initiate group discussion	Teachers	28	62.2	8	17.8	36	80	3	6.7	3	6.7	3	6.7	6	13.4
		Students	160	49.4	72	22.2	232	71.6	26	8.02	42	13	24	7.44	66	20.4
		Total	188	50.9	80	21.7	268	72.6	29	7.9	45	12.2	27	7.3	72	19.3
6	Properly use of instructional time to practice cooperative learning	Teachers	8	17.8	18	40	26	57.8	2	4.4	8	17.8	9	20	17	37.8
		Students	48	14.8	142	43.8	190	58.6	32	9.9	20	6.2	82	25.3	102	31.5
		total	56	15.2	160	43.4	216	58.5	34	9.2	28	7.6	91	24.7	119	32.3

In the first item of table 5 respondents were requested to reveal that level of agreement on forming in numerous ability group members on word within the classroom to implement cooperative learning. Accordingly the bulk of teachers 37(82.67) and students 232(71.67) were agreed that forming in numerous ability group member on discussion at school room as a method to implement cooperative learning. it's possible to mention that forming students in numerous ability group member on give-and-take in classroom is promote effective implementations of cooperative learning approach With relation to item two of table 5 respondents were asked to point out their agreement on developing the attention implementing cooperative learning. during this concern majority of teachers 33 (73.3%) and students 219 (67.65) were showed agreement about the strategy for developing awareness about implementing cooperative learning. Item three of table 5 shows about concerning preparing adequate practical teaching materials to implement conference at school. during this regard 35 (77.8) teachers and 253 (78.1) showed agreed about strategies of preparing adequate practical teaching materials to implement discussion within the class. Table 5 of item 4 regarding facilities of classroom like class size, table, chairs, blackboard etc so as to make convince environment for group based discussion, the respondents of 33 (73.3) teachers and 219 (67.6) students were revealed that agreed about the strategies of facilitating classroom like class size, table, chair and black board so as to make convinced environment for group based discussion. Therefore, it showed that facilitating classroom like class size, table, chair and black board so as to make convinced environment for group based discussion is an approach to effective implementations of cooperative learning. Table 5, item 5 deals with teachers have to committing and preparing teaching methodologies which initiate group based discussion, the respondents of teachers 36(80) and students of 252(71.6) were agreed on teachers must committing and preparing teaching methodologies which initiate group based discussion. Table 5 item 6 focused on concerning properly use of instructional time to practice cooperative learning the respondents of teachers 26(57.8) and students 190(58.6) were agreed about strategies to properly use of instructional time to practice cooperative learning. It showed that providing short term training on the pedagogy of teaching process is that the main strategy to implement cooperative learning.

## 6. Conclusion

Over the closing 3 decades, cooperative getting to know approach has been extensively researched and fashion

of research have indicated the effectiveness of the use of this approach to reinforce learners' social and educational overall performance whilst operating in small cooperative groups. The literature evaluate on cooperative getting to know suggests that the majority empirical research in the quarter focus on evaluation with just a few research in the international of practices, perceptions and demanding situations this could be frequently the case in Ethiopian better educations. the occasion of instructors and college students' information of cooperative getting to know and its implementation is, however, not going to be finished if researcher is slightly worried with achievement. Implementing cooperative getting to know in secondary faculties assist Teachers and college students' lessons has performed a great function in converting those lessons from teacher-focused getting to know to student-focused getting to know. Teachers delegated a few authority and obligation for getting to know to college students in the class as opposed to turning in data to college students and instructors. However, there are a few preliminary demanding situations that instructors face once they adjust from teacher-focused to student-focused getting to know and there are elements that are capable of assist instructors triumph over those demanding situations and aid them to apply cooperative getting to know of their lessons. The end result suggests that instructors regarded to recognize and put into effect the cooperative getting to know approach to a pretty powerful diploma in maximum cases. Although there are man or woman variations a number of the teacher's members concerning the due to put into effect cooperative getting to know, maximum of them have proven the ability to do and do this pretty effectively. There are 3 predominant elements that have an effect on instructors' implementation of the cooperative getting to know and additionally the methods they sell them: instructors' understanding and information of the ideas of cooperative getting to know, college students' familiarity and understanding with cooperative getting to know, and restrained lesson time. due to the fact the take a look at indicated, for the most demanding situations that have an effect on the implementation of cooperative getting to know all (i.e. instructors, college students and administrative bodies) had been accountable. The instructors are a part of the problem due to lack of expertise approximately cooperative getting to know, and shortage of tremendous mind-set closer to cooperative getting to know. Students on their component desired conventional fashion of getting to know and shortage of motivation to take part in cooperative getting to know. Moreover, loss of administrative aid, unavailability of educational substances exaggerates problems. From this, we're capable of finish that the college surroundings weren't appropriate for the implementation of cooperative getting to know. As indicated in the findings, the fabric that become applied in the lecture room become most effective a lecture note. Materials like charts and statistics hole sports etc. we're now no longer accustomed. To finish this, unavailability of educational substances had been a detail of loss of imposing cooperative getting to know. The take a look at determined that the guiding ideas of CL are omitted practically. In modern cooperative getting to know and coaching manner teacher's function had been facilitator, monitor, help with wishes etc. however we couldn't see this essentially. Not most effective this however additionally the center factor that compose cooperative getting to know like college students lively participant, increase their social skills, and every one institution contributors need to be make a contribution their contribution for institution were not contemplated in the coaching-getting to know manner. Thus, it is viable to finish that each instructors and college students couldn't discover their roles due to lack of know-how at the guideline of cooperative getting to know.

### **7. Direction for the long run Research**

Finally any have a glance at cannot be unfastened from boundaries; as a consequence there are some boundaries in modern-day study. In the end, it focused simplest at the weather affecting teachers' task motivations in dale woreda, Sidama vicinity, Ethiopia. So, the findings of this take a glance at are often hard to generalize approximately all instructors aren't prompted in Ethiopia. Consequently, this take a glance at is also advanced if it'll likely be achieved at other woredas, zone, regions, and nations by way of comparing teachers' job motivation with the help of skyrocketing sampling length than this one. Extra researches must be executed the utilization of lots large pattern length at distinctive locations placing to gather more empirical findings at the effect of approving trainer's activity motivation.

### **Acknowledgments**

I've an outstanding appreciate to Furra Institute of improvement research and schooling that is the satisfactory schooling and research institutions in Ethiopia that striving to serve the community and supporting trouble-fixing researches ok. My deepest thanks also head to the editors and therefore the nameless reviewers for his or her guidance in developing this studies paper.

### **Authors' Contributions**

I have achieved the whole work of this observe. I've got designed the planning at studies design and finished the fieldwork, report analysis, literature work, manuscript draft, and editorial.

## Investment Declaration

There could also be financial and ethical aid for undertaking this examine is from Furra Institute of development research and training.

## References

- Ahmad, Z & Mahmood, N. (2010). Effects of Cooperative Learning vs. Traditional Instruction on Prospective Teachers' Learning Experience and Achievement. Ankara University, Journal of Faculty of Educational Sciences, 43 (1).
- Akhtar, P., Kiran, S., Rashid, M and Satti, A. (2012). A Study of Student's Attitudes towards Cooperative Learning. International Journal of Humanities and Social Science, 2(11).
- Berhanu Gebremichael. (2000). A study of the practices of cooperative learning in grade eleven: Group work organization in focus. (MA. Thesis). Addis Ababa University: Addis Ababa.
- Cheong, C. (2010). From Group-based learning to Cooperative Learning: A Met cognitive Approach to Project-based Group Supervision. Informing Science: the International Journal of an Emerging Trans discipline 13.
- Creswell, J. W. (2009). Research design: Qualitative, Quantitative, and mixed methods approaches (3rd ed.).
- Daniel Desta. (2007). Enhancing Active Learning through Teachers' Peer and Self Reflections in Selected Primary Schools in Ethiopia. Addis Ababa University
- Derebssa Dufera. (2006). Tension between Traditional and Modern Teaching-Learning Approaches in Ethiopian Primary Schools CICE Hiroshima University, Journal of International Cooperation in Education, 9(1).
- Eslamian, D and Aref. K. (2012). The Influence of Cooperative Learning on Academic Performance. Journal of American Science, 8(2)
- Foyle, H and Lawrence, L. (1998). Cooperative Learning Strategies and Children. ERIC Digest, ERIC Clearinghouse on Elementary and Early Childhood Education Urbana IL. The cooperative learning network retrieved on Feb. 6, 2013 from <http://home.att.net/~clnetwork>.
- Girma Gezahegn. (2005). A study of secondary school English language teachers' implementation of methodological innovation: The teaching of grammar in focus. (PhD dissertation), Addis Ababa University: Hailu Nigus, Solomon Tewelde and Desta Berhe. (2011). The effects of small-group cooperative learning strategy on college students' performance of basic mathematics. The Ethiopian journal of Education, 31(1).
- Hijazi, D and Al-Natour, A. (2012) teachers' attitudes towards using cooperative learning for teaching English interdisciplinary. Journal of Contemporary Research in Business, 3(12).
- Isaacs, B. (2008) "Cooperative learning implementing an alternative teaching and learning strategy in a grade 7 Technology class" (2008). CPUT Theses and Dissertations. Paper 19. Retrieved on Jan 12, from [http://dk.cput.ac.za/td\\_cput/19](http://dk.cput.ac.za/td_cput/19).
- Johnson, D., Johnson, R., and Stanne, M. (2000). Cooperative learning methods: A meta-analysis. Retrieved on Jan 16, 2013 from <http://www.clcrc.com/pages/cl-methods.html>
- Johnson, D., Johnson R. and Monson, V. (2012) Cooperation-Competition and Constructive Controversy in Developing Professional Ethics in Law School Classes. The University of St. Thomas Law School Journal University of St. Thomas School of Law.
- Johnson, D. and Johnson, R. (2011) cooperative learning. Standard article published online. DOI: 10.1002/9780470672532.wbeppo66
- Kagan, S. (n.d) Cooperative Learning. San Clemente, CA: Kagan Publishing, retrieved on Jan 6, 2013 from <http://www.kaganonline.com/>
- Knight, J. (2009) Cooperative Learning, version 1.2. retrieved on Jan 4, 2013 from [www.instructionalcoach.org](http://www.instructionalcoach.org)
- Kupczynski, L., Mundy, M., Goswami, J and Meling, V. (2012) Cooperative learning in distance learning: a mixed methods study: International Journal of Instruction, 5(2).
- Liang, T. (2002). Implementing Cooperative Learning in English Foreign Language teaching: process and effects. (PhD, dissertation). National Taiwan Normal University.
- Ministry of Education (MoE). (2002). The Education and Training policy and its implementation. Addis Ababa
- Ogunye, B. O. (, 2011). Team Pair Solo" Cooperative Learning and Personality Type as Determinants of Students' Achievement and Attitude to Chemistry. An International Multidisciplinary Journal, Ethiopia, 5 (6), Serial No. 23, DOI <http://dx.doi.org/10.4314/afrev.v5i6.22>.
- Panitz, T. (1996). A definition of collaboration vs. cooperative learning. Retrieved on Jan 3, 2013 from <http://www.19v.ac.uk/deliberations/collab.learning/panitz2.htm>.
- Seid Mohammed. (2012) Effects of Cooperative Learning on Reading Comprehension Achievement in EFL and Social Skills of Grade 10 Students. (M.A. thesis). Addis Ababa University
- Slavin, R.E. and Cooper, R. (September, 1999): Improving Intergroup Relations: Lessons Learned from Cooperative Learning Programs. Centre for Research on the Education of Students Placed at Risk. Johns Hopkins University. The Journal of Social Issues.

---

Stahl, R. J. (1994). The essential elements of cooperative learning in the classroom. ERIC DIGESTS.ORG. ERIC Identifier: ED370881. Retrieved on Jan 3, 2013 from <http://www.ed.gov/pubs/OR/ConsumerGuides/cooplear.html>