

Geography Teachers' Knowledge of Cooperative Learning in Facilitating Comprehension of Geography in Secondary Schools in the North West and South West Regions of Cameroon

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ABSTRACT: The effective use of cooperative learning has been highly recommended by experts in facilitating the teaching-learning process. Problems have always been encountered at the level of teachers' knowledge and efficiency in using cooperative learning. This study investigates the geography teachers' knowledge of cooperative learning in facilitating geography lessons in the classroom in the North West and South West regions (anglosaxon sub-system of education) in Cameroon.

The descriptive survey research design was adopted in order to get the views of both geography teachers and students in the North West and South West Regions of Cameroon. One hundred and thirty eight geography teachers and 536 students from 36 secondary schools were used in the study. Instruments for data collection included; a questionnaire and an interview guide. The data was analysed quantitatively and qualitatively. It was found that, teachers are interested in cooperative learning, have a favorable attitude towards cooperative learning, understand its usefulness and value but have insufficient skills in practicing it.

KEYWORD: geography, teachers' knowledge, cooperative learning and comprehension

Introduction

Geography is one of the world's most important subject areas as knowledge of the subject is considered to be at the forefront of providing an understanding to solutions of the world's greatest problems such as climate change. The need to provide solutions to these world's challenges necessitates the call for greater comprehension of geography. Improving the teaching strategies for greater comprehensibility in the classroom and a consequent extension to the society can provide the solutions sought for. Report from the Cameroon General Certificate Examination Board (CGEC) demonstrate a continuous poor performance in geography thereby indicating the need for a shift from the current teaching practices to other sophisticated methods. Research has found cooperative learning to be gainful both academically and socially to students especially when they interact with others to accomplish shared goals (Johnson & Johnson, 2002; Lou et al., 1996; Slavin, 1996). Cooperative learning is grounded within Vygotsky's social learning theory which promotes learning through interaction as children collaborate with more knowledgeable other. For the above benefits to be obtained and a proper comprehension of geography, it is imperative for teachers to have proper

knowledge of cooperative learning for the sake of proper practicability and achievement from both the teacher and students.

Teachers' Knowledge of Cooperative Learning

Teachers' knowledge has been defined as a body of professional knowledge that encompasses both knowledge of general pedagogical principles, skills and knowledge of the subject matter to be taught (Grossman & Richert, 1988). According to Shulman (1986), there are different kinds of teacher knowledge: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, knowledge of educational ends, purposes and values and their philosophical and historical grounds. Having a holistic understanding of these various types of knowledges is relevant for every teacher to be able to pass on knowledge in a holistic manner to the learner. Having a complex understanding of subject matter is not conceived to be enough for teachers but having a specialized body of knowledge will go a long way in enhancing teachers' knowledge (Shulman 1986). It is therefore important for appropriate teaching methods like cooperative learning which gives students the opportunity to think on their own (Zainudin & Nor, 2011) to be incorporated into the teaching-learning process.

However, teachers have to ensure cooperative learning is successfully and effectively used in their classrooms. This teaching-learning method cannot be successfully used if teachers have scanty knowledge of its use (Alias, Hussin, Hassan, Adnan, Othman & Hussin, 2018). Blatchford, Kutnick, Baines & Galton (2003) suggest that for teachers to pick up the cooperative learning skill and successfully implement in the classroom, the context which it is introduced should be prepared, students should be taught the appropriate interactional skills, teachers should be taught how to work with groups and the lessons and tasks need to be well organized. Hertz-Lazarowitz (2008) emphasizes the importance of preparing the physical space for learning and teaching. They also need to ensure the learning tasks are challenging and engage students in higher-order thinking. This helps teachers to understand that, they need to understand their role as producers of new curricula and programs and train students in the social and academic skills they will need to negotiate their new learning environments.

In order for teachers to be knowledgeable about cooperative learning, it is of great relevance for them to have a positive view and possess awareness of the benefits of cooperative learning (Alias, Hussin, Hassan, Adnan, Othman & Hussin, 2018). This is because the teachers are the ones to determine the learning outcomes and design the learning process including activities and methods used in teaching in the class (Alias, Hussin, Hassan, Adnan, Othman & Hussin, 2018). Teachers have the ability of designing a plan that will help students understand the importance of knowing the group and their individual functions (Nor, Siti & Musa 2001) thus ensuring the effectiveness of the learning process (Alias, Hussin, Hassan, Adnan, Othman & Hussin, 2018). Teachers who are knowledgeable about cooperative learning view the method as a means for students to achieve knowledge by not depending on teachers. The teachers do not perceive cooperative learning classrooms as challenging or as a method which will delay their completion of syllabus. They are confident at using cooperative learning despite its high demand of teacher availability which other teaching methods do not require. These teachers also understand the social as well as the cognitive benefits of cooperative learning on the learners. As learners interact face to face, with the aid/instruction of the teacher, learners' self-confidence is enhanced and this helps the students to humbly accept the opinions of others, promote

social interaction among students and involve students in the class (Nor, Siti& Musa 2001). Creativity and expression of ideas among students is promoted in such a classroom setting.

One of the benefits of Cooperative learning is that, it helps in improving the understanding of students and enables students grasp concepts easily thereby increasing student’s achievement. Teachers who are knowledgeable of cooperative learning understand this fact about cooperative learning and take advantage of the teaching method by finding it easy to control their class and train students in effectively using cooperative learning. It is evident that social interaction plays a major role on how children learn (Gillies, 2003; Webb, 1992). However, in classrooms, students are often the passive recipients of knowledge rather than being active. This may be because of the fact that teachers have their propensity to talk at students who just have to replicate information provided by the teacher in the course of teaching (Galton, Hargreaves, Comber, Wall & Pell, 1999). Galton et al,(1999) observed that, children are rarely asked difficult questions which pushes them to think about the issues and provide reasons for their answers. Teachers who have knowledge of cooperative learning, often place learners in classroom situations where they can benefit from learning new concepts while interacting with others. Teachers who have knowledge of cooperative learning, engage many strategies in forming small learning groups. These strategies could involve: mixed gender and friendship and consider the group size in forming the cooperative learning groups for example, 4 or 6 per group (Gillies& Boyles, 2010). They also try to design tasks that are motivating. This is to get learners motivated and provide ideas and solutions to the learning problem. Learners are allowed to share their task and accept different roles and participate in democratic decisions making.

These teachers always ensure that, the essential elements for successful group work are implemented (Gillies& Boyle, 2010), tasks are developed and distributed so that students understand that they are not only required to complete their share of the work but ensure others do same. This is termed “positive interdependence” (Johnson & Johnson, 1990). Other key elements critical to the effective implementation of cooperative learning such as promoting each other’s learning, accepting responsibility for contributing to the group’s efforts or tasks, demonstrating interpersonal and small-group skills needed to resolve conflicts, and monitoring and reviewing the group’s progress are implemented when practicing cooperative learning (Johnson & Johnson, 2003). Teachers knowledgeable in cooperative learning, explicitly impact group members with the skills to enable and facilitate cooperation. Such skills include: identifying principles of successful groups, encouraging others to talk and participate, and interactional skills (Gillies& Boyles, 2010). These skills are taught before the learning can take place in the cooperative groups. Also, these teachers use different assessment strategies such as formal and informal assessment, observation, anecdotal records, getting the children to self-evaluate like responding to specific questions, writing their experiences, group presentation of work and group discussion with an individual assessment (Gillies& Boyle, 2010).

Benefits of having Knowledge of Cooperative Learning and implementing by Teachers

According to Gillies& Boyle (2010), teachers have positive experiences both for children and themselves. As teachers implement cooperative learning, students get to know each other better, accept their group roles, learn to interact with each other, willing to take some risks with their learning and manage their time more effectively. Lessons are better structured and made more challenging. Group tasks have the power to affect the interactional manner of group members. Cohen (1994) found that, when students work on tasks where there are specific answers or procedures to follow, interactions are reduced since the learners only provide required answers, exchange information or ask from each other. On the contrary, when students work together on tasks that are discovery-based, they are forced to think in order to provide answers, share ideas and information, in

order to solve the problem at hand (Cohen et al., 1999). Gillies and Ashman (1996, 1998) found that learners participated more in group activities, gave better and detailed explanations and helped each other. They obtained their learning goals than their peers who did not work in or have cooperative learning skills. In order to obtain better results, teachers need to put in time in teaching these skills which are often neglected or taught occasionally (Gillies, 2003; 2008; Webb, 2009). However, Mimi, Mohd, Hamid & Mohd (2008), suggest that no matter how knowledgeable teachers are at using cooperative learning, they still face some challenges such as class control. Teachers sometimes face challenges in training students especially when the group is mixed with both fast and slow learners. Fast learners usually learn quicker in group work than other learners who may be considered slow. This is always considered a problem since they are being taught of as delaying the progress of the group's achievement.

Statement of the Problem

The consistent and persistent exhibition of poor performance by learners as reported by the Cameroon General Certificate of Examinations Board (CGCEB) is a great call for concern. Cooperative learning as an instructional strategy has been proven effective in teaching all subjects as well as all types of learners since the 1960s. Though this finding has been made, it is relevant for teachers implementing the teaching strategy to be in possession of skills and knowledge needed in implementing this strategy so that the full benefits can be enjoyed. There are however doubts concerning specific knowledge of cooperative learning by geography teachers in Cameroon. This work seeks to investigate teachers' knowledge of cooperative learning in facilitating the comprehension of geography in secondary schools in the North West and South West Regions of Cameroon.

Objective of the study

This study sought to investigate geography teachers' knowledge of cooperative learning and the extent to which they implement this teaching method in classrooms in Cameroon.

Research methodology

This study made use of the descriptive survey research design. Both quantitative and qualitative methods were used in gathering information. The population of this study consisted of all geography teachers and students in the North West and South West Regions of Cameroon teaching in the anglosaxon sub-system of education. These teachers included geography teachers of all the Government secondary schools, Confessional (Denominational) secondary schools and Lay Private secondary schools. The target population for the study included geography teachers of all the secondary schools in three Divisions of the North West and South West Regions primarily Fako, (Buea and Limbe) Meme (Kumba) and Mezam (Bamenda). The accessible population included teachers who taught geography in either form four, five, lower and upper sixth and students in these classes who had been taught by the same teacher in either of the classes for more than one year. The purposive sampling technique was used to select the teachers and students in the North West and South West Regions of Cameroon. The respondents were gotten from 36 schools all together.

Instrumentation and analysis

The main instruments used for data collection were a questionnaire and an interview guide developed by the researcher. The questionnaire had 14 items on a four point likert scale of strongly agree, agree, strongly disagree and disagree. The questionnaire also had 9 interview questions addressing teachers' knowledge of cooperative learning in facilitating the comprehension of geographical concepts. The test-retest method was conducted to check reliability of the instruments for the study. It showed the level of achievement and internal consistency of the instrument over time. A reliability coefficient at

0.07 was used to calculate the internal consistency of the instrument and to show the relationship and consistency between the results that were obtained from the study. Cronbach Alpha reliability analysis was used to perform the reliability test and to assess the internal consistency of responses. After the data were thoroughly checked for possible errors, the quantitative data were analyzed using the descriptive and inferential statistical tools. The qualitative data derived from open ended questions were analyzed using the thematic analysis approach with the aid of themes, groundings/frequency and quotations.

Results and Discussion

Teachers’ knowledge of cooperative learning

Teachers’ definition of cooperative learning

This question was intended to elicit information from respondents for their understanding of the concept of cooperative learning. A few teachers showed an understanding of the concept of cooperative learning. As seen from this respondent, he showed an understanding of the concept, this is seen in his definition *‘this is when students are divided into various groups based on their entry behaviour (various abilities) to study particular topics and expose thereafter in class to their mates’*. Though this definition is nearly perfect, it ignored the aspects of roles in the application of cooperative learning. However, most responses patterning to this question showed that teachers (respondents) were not very versed with the concept as most of the respondents ignored the question and others provided shallow responses to the question. Here are some of their responses *‘group work in students groups’*, *‘cooperating with colleagues in the department, students and also with the civil society around in the teaching learning process’* *‘ simply said, it is group work but more on discovering where students in group discover new things, ideas and share amongst them for a better understanding’*.

Table 1: Teachers’ Adequate Understanding of Cooperative Learning for Implementation

Do you understand cooperative learning well enough to implement it	Frequency (n)	Percentage (%)
Average	38	27.53%
Low	70	50.72%
high	30	21.73%
Total	138	100%

Table 1 above showed teachers’ level of understanding of the concept of cooperative learning and their ability to implement it in the teaching learning process. Most of the respondents 50.72% (70) held that, their knowledge of cooperative learning is low hence, they are not knowledgeable enough on the concept of cooperative learning, so they cannot implement it in teaching. A few 21.73% (30) respondents held that, their knowledge of cooperative learning is high, hence, they are knowledgeable well enough to implement it in teaching geography in their classrooms. Twenty seven point five three percent (38) held that, their knowledge of cooperative learning is average. The greater majority of teachers said their knowledge of cooperative knowledge was low. This therefore exposes a need for training so that these skills can be achieved and better used hence enhancing the performance of students in this subject area and other areas of study.

Table 2: Teachers’ Opinion on the Formation of Cooperative Learning Groups

How cooperative learning groups be form	Frequency (n)	Percentage (%)
Sitting Positions	78	56.52%
Friendship	38	27.53%
Intellectual abilities	12	16.56%
Gender	6	8.28%
No Response	5	5.52%
Total	138	100

Table 2 shows saw 56.52% (78) holding that cooperative learning groups should be formed on sitting positions. Twenty seven point five three percent (38) maintained that cooperative learning groups should be formed based on friendships. Sixteen point fifty six percent (12) of teachers felt that, cooperative learning groups should be formed based on intellectual abilities. Eight point twenty eight percent (6) teachers were of the opinion that, the cooperative learning groups should be formed based on gender. Five point fifty two percent (5) teachers showed no response to this questionnaire item.

It is imperative for teachers to understand the roles and dynamics in setting up a cooperative learning group. It was realized that, most teachers set up the cooperative learning groups based on students’ sitting positions. Following the proposed sitting positions as suggested by the majority of teachers, one can suggest that it is a means for the teachers to avoid following the roles of setting up a cooperative learning group and reduce their work load, get the learners busy, safe time or a lack of understanding of what forming a cooperative learning group should be. This attitude could defeat the academic purpose of setting up the cooperative learning group and foster other issues outside the initial creation of the cooperative learning groups.

Table 3: Teachers’ Opinion on Heterogeneous Formation of Group Members in Cooperative Learning

Group members in cooperative learning groups should be heterogeneous in ability	Frequency (n)	Percentage (%)
Yes	64	46.37%
No	48	34.78%
No Response	26	18.84%
Total	138	100

Table 3 above revealed that 46.37% (64) of the teachers saw the need for cooperative learning groups to be heterogeneously formed. Thirty four point seven eight percent (48) disagreed. The following reasons were suggested for cooperative learning groups to be heterogeneously formed: Avoidance of gender segregation and the need for students to assist one another. One of the respondents held that ‘students possess different skills and experiences, by so doing, the weak learners will benefit from more knowledgeable ones’, it also enables exchange of ideas (slow learners will benefit from fast learners) one of the respondents said and I quote “*this enhances almost equal chances of understanding and success to all groups especially those with disabilities*” another said “*it should be so because no individual has monopoly of knowledge*” “*many ideas will be dissimilated*” “*to integrate gender based learning and enhance inter–student relationships*”. Another respondent said

“students possess different skills and experiences, by so doing, the weak learners will benefit from the more knowledgeable ones”. Another respondent held that “cooperative learning enhances almost equal chances of understanding and success to all groups especially those with disabilities.

The above finding revealed that a majority of teachers heterogeneously formed their cooperative learning groups in order to avoid gender segregation and enable students assist one another and get to know other students outside their friendship circle.

Table 4: Students’ Opinion on the Formation of Cooperative Learning Groups by their Geography Teachers

How does your teacher form the cooperative learning groups	Frequency (n)	Percentage (%)
Sitting Positions	261	48.69%
Friendship	197	36.75%
Intellectual ability	66	12.31%
No Response	12	2.24%
Total	470	100%

Based on the students’ opinion on the formation of cooperative learning groups by their geography teachers, findings on table 4 showed that 48.69% (261) of the students indicated their teachers form the cooperative learning groups by sitting position of students, 36.75% (197) students said by friendship, 12.31% (66) said by intellectual ability and 2.24% (12) of the students did not respond to the question. Comparing teachers and students’ opinion on the formation of cooperative learning groups by geography teachers, findings on table 2 (teachers) and 4 (students) showed that both groups of respondents highlighted sitting position more, followed by friendship, while intellectual ability was the least. This further affirmed the findings of the study.

Table 5: Benefits of Cooperative Learning In Teaching Geography

No	Item	Strongly Agree/Agree	Disagree/Strongly Disagree
		n (%)	N (%)
1	Cooperative learning is more academically motivating	98 (71.01%)	40 (28.98%)
2	Cooperative learning enhances students with disabilities	106 (76.81%)	32 (23.18%)
3	Cooperative learning gives equal opportunities to all students	65 (47.10%)	73 (52.89%)
4	Cooperative learning enhances problem solving capacities of students	94 (68.11%)	44 (31.88%)
5	Cooperative learning increases achievement of students	79 (57.24%)	59 (42.72%)
6	Cooperative learning motivates students with different abilities to master academic materials	80 (57.97%)	58 (42.02%)
7	Cooperative learning improves on self-esteem of learners	112 (81.15%)	26 (18.84%)
8	Cooperative learning help students obtain a deeper	44	94

	understanding of learning materials	(31.88%)	(68.11%)
9	Cooperative learning enables students to use higher level thinking strategies	44 (31.88%)	94 (68.11%)
10	Cooperative learning increases productivity of students	48 (34.78%)	90 (65.23%)
11	Cooperative learning improves respect of students	38 (27.53%)	100 (72.46%)
12	Cooperative learning encourages students to create new ideas	92 (66.67%)	46 (33.33%)
13	Positive interdependence amongst group members ensure effective learning	44 (31.88%)	94 (68.11%)
14	Cooperative learning makes students responsible for their learning	79 (57.24%)	59 (42.72%)
	Multiple Response Set (MRS)	82 (59.78%)	56 (40.57%)

Table 5 above presents findings on the benefits of cooperative learning as expressed by the geography teachers. The findings showed that a majority of the teachers 81.15% (112) accepted that cooperative learning improves on students' self-esteem. This was followed by 76.81% (106) who affirmed that cooperative learning enhances students with disabilities. Cooperative learning is more academically motivating as indicated by 71.1% (98%) teachers. Furthermore, 68.11% (94) expressed that cooperative learning enhances problem solving capabilities of students. A small difference from the above, Sixty six point six seven percent (92) teachers accepted that cooperative learning encourages students to create new ideas. It was also found that 57.97% (80) teachers were of the opinion that cooperative learning motivates students with different abilities to master academic materials. To add, 57.24% (79) teachers felt that, cooperative learning increases achievement of students and make them more responsible in their learning and 47.10% (65) teachers felt that cooperative learning gives equal opportunities to students. Thirty four point eight percent (48) teachers accepted that cooperative learning increases productivity of students and a small proportion, 31.88% (44) of the teachers accepted that cooperative learning enables students to use higher level thinking strategies and positive interdependence. Overall, findings showed that 59.78% teachers agreed that cooperative learning is beneficial to students while 40.57% (56) of them disagreed.

Table 6: Usefulness of Cooperative Learning In Teaching Geography

How is cooperative learning useful for geography teachers?	Frequency (n)	Percentage (%)
Those who agreed	104	75.36%
Those who did not agree	14	10.14%
No Response	20	14.49%
Total	138	100%

Table 6 above shows that, 75.36% (104) constituting the majority agreed that cooperative learning is useful in teaching geography. The teachers said that cooperative learning is useful because it motivates and pushes other students who are less interested in the subject to gain some interest. One of the respondents said “*cooperative learning is a useful instructional strategy especially giving the fact that slow learners within the group will hate to be noticed and because of that push themselves to work more*”. Ten point one four percent (14) held that it is not useful because the slow learners

copy from the fast learners and full learning does not take place. Fourteen point four nine percent (20) of the teachers did not respond to the question.

Table 7: Knowledge of Essential Elements of Cooperative Learning

What are the essential elements that make cooperative learning meaningful?	Frequency (n)	Percentage (%)
Knowledge of the essential elements	46	33.33%
No knowledge of the essential elements	84	60.86%
No Response	8	5.79%
Total	138	100%

Table 7 above presents findings based on the teachers’ understanding of the essential elements that make cooperative learning. The findings show that a majority of teachers 60.86% (84) are of the opinion that they do not know the essential elements that make cooperative learning while 33.33% (64) of them do. Those who indicated had knowledge of the essential elements had either 3 of the elements right and the rest wrong. For example one of the respondents wrote “*depending on each other, mixing the group, conflict resolution*”.

Table 8: Cooperative Learning Being a Valuable Instructional Approach

Do you think cooperative learning is a valuable instructional approach that should be recommended for use in teaching geography	Frequency (n)	Percentage (%)
Yes	80	57.97%
No	38	27.53%
No Response	20	14.49%
Total	138	100%

Teachers were asked about the value of cooperative learning in teaching geography. Findings from the study show that, 57.97% (80) of the teachers agreed it is a valuable instructional approach while 27.53% (38) disagreed.

Table 9: Teachers’ ability in using cooperative learning in teaching geography

How do you rate your use of cooperative learning in teaching geography	Frequency (n)	Percentage (%)
Poor	7	5.07%
Below average	51	36.95%
Average	37	26.81%
Good	20	14.49%
Excellent	10	7.24%
No response	13	9.42%
Total	138	100%

Based on the teachers’ ability in using cooperative learning in teaching geography, findings from table 9 above show that, 36.95% (51) of the teachers indicated that, they are below average in using cooperative learning in teaching geography while 26.81% (37) of them said they are average. Findings also show that 5.07% (7) of the teachers said their ability to use cooperative learning

strategies in teaching geography is poor while 14.49% (20) and 7.24% (10) of them respectively said their ability is good and excellent.

Table 10: Appreciation of Teachers’ Overall Knowledge of Cooperative Learning

Appreciation of Teachers’ Overall Knowledge of Cooperative Learning	Overall Frequency (n)	Percentage (%)
Adequate	47	34.05%
Inadequate	84	60.87%
No response	7	5.07%
Total	138	100%

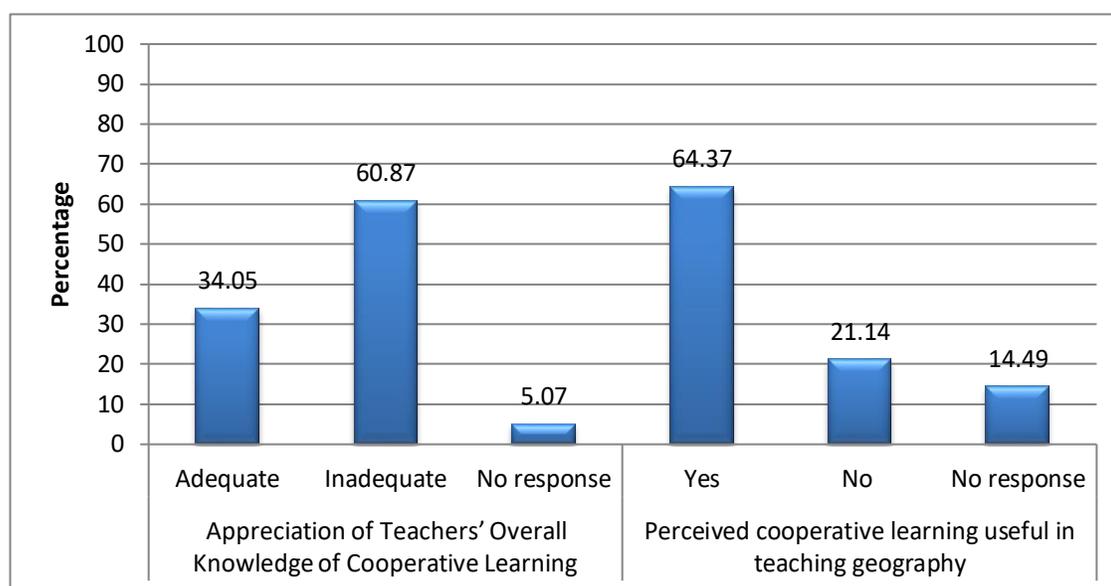


Figure 1: Appreciation of Teachers’ Overall Knowledge of Cooperative Learning and its Usefulness in Teaching Geography

In summary, findings on table 10 and figure 1 showed that, majority of the teachers 64.37% indicated that cooperative learning is useful in teaching geography while 21.14% of them did not see it as useful and 14.49% of them had no opinion. A majority of the teachers 60.87% (84) did not have adequate knowledge on cooperative learning while 34.05% (47) of them had.

Conclusion

Findings from the study revealed that cooperative learning is a valuable and useful instructional strategy but a majority of geography teachers are not knowledgeable about it. Few teachers who have knowledge of cooperative learning hardly make use of it in the classroom. This was noticed in a majority’s inability to define cooperative learning, understand the essential elements of cooperative learning and follow the roles in setting up the cooperative learning groups. The absence and shallow responses of many teachers on the definition of cooperative learning revealed that they were ignorant of the teaching method.

It is imperative for teachers to understand the roles and dynamics in setting up a cooperative learning group. It was realized that, most teachers set up the cooperative learning groups based on students’ sitting positions. More teachers set up the groups based on friendship, a few did base on intellectual abilities and a smaller percentage did base on gender. Following the pattern of composing the cooperative learning groups as suggested by the majority of the teachers, one can suggest that it is a

means for the teachers to avoid following the roles of setting up a cooperative learning group and reduce their work load, get the learners busy and or safe time. This could also be linked to the fact that, the teachers have insufficient understanding of what forming a cooperative learning group should be. This study falls in line with the study of Sharan (2010) who found that, teachers lack complete knowledge of cooperative learning and see the method as a means of getting learners busy.

A majority of teachers agreed that heterogeneity should be considered in forming the cooperative learning groups. This finding was in line with Ncube (2011) whose study showed that flexible mixed-ability groups have advantages over other grouping styles. To the majority of positive respondents, heterogeneous groups help to avoid gender segregation, enables students assist one another and get to know other students outside their friendship circle. As far as the benefits of cooperative learning are concerned, it was realized that cooperative learning benefits students in the following ways: It improves students' self-esteem, enhances students with disabilities, motivates students academically, enhances problem solving abilities in students, and motivates students with different abilities to master academic materials and makes students responsible for their learning. Generally, this study was in line with a study done in Addis Ababa by Yayo (2013), on "teachers' knowledge, attitudes and practices of cooperative learning". Yayo found that, teachers have very little knowledge of cooperative learning but have a favorable attitude towards cooperative learning though they did not properly practice it in the classroom. It was also found that, teachers lacked the necessary skills for implementing cooperative learning.

It can therefore be concluded that, teachers are interested in cooperative learning, have a favorable attitude towards cooperative learning, understand its usefulness and value but have insufficient skills in practicing it.

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