Status of Cooperative Learning Implementation and Its Challenges in Secondary Schools of Harari Regional State, Ethiopia

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ABSTRACT

The main purpose of this study was to assess the current status of cooperative learning implementation in secondary schools of Harari regional state. Hence, it examined the extent to which stakeholders: mainly teachers, students and school leaders perform their roles with regard to the implementation of cooperative learning. In addition to this, it tried to look at factors affecting the implementation of cooperative learning. To accomplish this purpose, the study employed descriptive survey research design. The study was carried out on 4 secondary schools which were selected through stratified random sampling techniques. Then, a total of 277 individuals were participated in the study. Among them, 70 teachers and 200 students were included in the sample through stratified random sampling technique. Additionally, 4 principals were included through purposive sampling while 3 supervisors were included through available sampling techniques. Questionnaire, semi-structured interview, document analysis and observation checklist were used to collect the necessary data. The analysis of quantitative data was carried out by using percent, mean, standard deviation, and multiple regressions while qualitative data which was obtained through open ended questions, interview, document analysis and observation checklist were analyzed using narration. The result of the study revealed that, the three responsible stakeholders: Namely, students, teachers and principals are sometimes (moderately) performing their roles. Regarding factors affecting the implementation of cooperative learning, the study indicated that, student related, teacher related, classroom related, and support related factors have their own effect on the status of implementing cooperative learning. Besides, the result of multiple regressions showed that, classroom related, student related and support related factors are significant determinants of the overall status of cooperative learning implementation while teacher related factors do not have significant effect on status of cooperative learning implementation. From the results of the finding, it is possible to conclude that, the status of cooperative learning in the study area is moderate due to the indicated factors affecting its implementation. Therefore, it is recommended that, the government in cooperation with universities located in the study area and non-governmental organizations that work to support quality of education need to provide technical support to teachers and school leaders on how to organize students at the time of practicing cooperative learning and managing the practice of cooperative learning in general through the provision of training opportunities. In addition to this, it is better if school leaders in collaboration with teachers work on raising the awareness of students towards the implementation of cooperative learning.

Introduction

1.1. Background of the Study

In traditional approach of teaching, most class time is spent with the teacher talking and students watching and listening. In other words, the students work individually on provided tasks or assignments, and cooperation seems to be depressed (Felder & Brent, 1994). In similar manner, Johnson and Johnson (1997) stated that how students interact with one another is relatively neglected aspect of instruction in traditional approach.

Moreover, Galton et.al (1999) wrote that, in traditional way of teaching, students are often passive recipients of knowledge rather than being active participants due to teachers' inclination to talk at students who are required to listen and respond a little.

Today, there seems to be a move towards allowing learners to be more actively involved in the teaching and learning process. In line with this, Abebaw (2011) wrote that, the shift in classroom organization from teacher-centered to student centered has received a growing amount of theoretical and empirical support as the idea behind Cooperative Learning (CL) is allowing students to work together to solve problems. Moreover, (Moeller & Reitzes, 2011) stipulated that currently "one-size-fit-all" approach of teaching is on the way to be replaced by more adaptive and flexible approach in which

learning opportunities are customized to maximize learning outcome

Relative to students taught traditionally: i.e. with instructor-centered lectures, individual assignments, and competitive grading, rapidly growing body of researches are confirming the effectiveness of CL. For instance, Mabrouk (2007) and Cheong (2010) confirmed that cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high-level reasoning/critical thinking skills, deeper understanding of learned material, greater time on task, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, better skills in leadership, communication, social and conflict resolution.

Additionally, Johnson (2007) and Johnson (2009) stipulated that extraordinary achievement comes not from individualistic or competitive efforts of isolated individuals but from CL that promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success.

By recognizing these benefits the government of Ethiopia incorporated the concern of active learning in general and CL in particular in policy documents. For instance: MoE (2009) confirmed that, active learning methods are not properly and sufficiently employed (addressed) in TESO program. As a result, this document stressed on five themes that serve as Standards for Pre-service Secondary School Teachers. One of them is facilitating students learning through the practice (application) of diverse active and reflective instructional techniques pertinent to objectives & contents.

Additionally, handbook of Higher Diploma Program (HDP) for teacher educators (MoE, 2011) indicated that, HDP will enable candidates to be involved in collaborative learning and team work. It also affirmed that, HDP candidates will be able to organize and monitor group work and begin to develop the ability to manage cooperative groups effectively. So, these two documents imply that, the government of Ethiopia is currently training higher institution instructors (teacher educators and non teacher educators) in a way that they can have the knowledge and skill about active learning in general and CL in particular so that they can practice it in their future teaching learning process of their class. This is to mean that, CL has got attention in all levels of education starting from the lower level to the universities.

Moreover, Abebaw (2011) stated that textbooks and other teaching & learning materials which are prepared currently are being designed in line with the practice of role play, pair work and group work. He also wrote that, the practice of group work is quite common in secondary schools, colleges and universities. Thus, secondary schools found in Harari national and regional state are one of the seven regional states and two administrative cities that currently implement CL as instructional strategy in Ethiopia. As a result, conducting scholastic research on this area is judicious and indispensable.

1.2. Statement of the Problem

Researches such as Liang (2002), Ume and Fidelia (2009) and Adeyemi (2008) indicated that CL maximize students' academic achievement by helping them to work together. In addition to this the government of Ethiopia is currently reinforcing (pushing) all schools to put CL into practice. But the practical situation of CL in secondary schools of the study area seems that teachers are acting as the warehouse of knowledge by dominating students so as to passively take notes and ask very few or no questions in class room. In other words, teachers centered method seems to be dominant and the implementation of CL is likely to be less emphasized in secondary schools of the study area.

To find out the research gap a number of local and international researches conducted on the area of CL has been assessed. For instance, Mohamed (2014) conducted a kind of survey research on practices of CL in Haramaya University College of Education and Behavioral science. Finally, he found out that CL is important to improve the academic achievement and social skills of students. Additionally, his study indicated that the practice of CL is not effective due to different factors affecting the implementation process.

Moreover, a comparative study carried out by (Abebaw, 2011) on both higher and lower achiever learner's attitude towards CL indicated that both groups of students (higher and lower achiever) have a favorable attitude towards CL and no significant difference was found in their attitude. That means academic achievement level does not play any significant role in differentiating learners' attitude towards CL.

Furthermore, experimental study conducted by Liang (2002), Ume and Fidelia (2009) and Adeyemi (2008) on the effect of CL up on the achievement of students showed that the experimental group (students exposed to CL) outperformed the controlled group (students that followed traditional approach).

Yet, none of the above researches were deliberate to scrutinize the status of Cooperative Learning Implementation (CLI) in the context of Ethiopian secondary schools specifically secondary schools of Harari regional state. Therefore, being different from the above studies, this study focused on status of CLI in secondary schools of Harari regional state. In doing so, this research used theoretical framework discussed below to determine the status of CLI.

Theoretical frame work

Chen (2005) suggested conceptual framework having two models for program implementation. These are Action model and Change model. According to him the action model can be implemented in order to activate the change model and it is the operation of the change model that leads to the attainment of the program goals. In other words, enhanced implementation of action model can enhance the change model and thus in turn enhances the final outcome. In addition to this, Altrichter (n.d) and Olives (1998) stated that the implementation of a certain program can be successful when three factors are fulfilled. These are the program being introduced (innovational characteristics like clarity, complexity and quality), the people being involved (Actors such as teachers, students, principals and others) and the organization in which the peoples work (organizational characteristics like organizational culture, organizational structure and process). The ideas of these two scholars indicates that, status of program implementation will increase when the peoples that are involved in program implementation effectively perform their responsibilities and the organizational situations are convenient (fulfilled well) in a manner that sufficiently support its implementation. See the diagram below.

Figure 1: Conceptual framework of the indicators of status of CLI. Modified from Chen (2005), Wong et al. (2008), and Peeraer & Petegem (2000).

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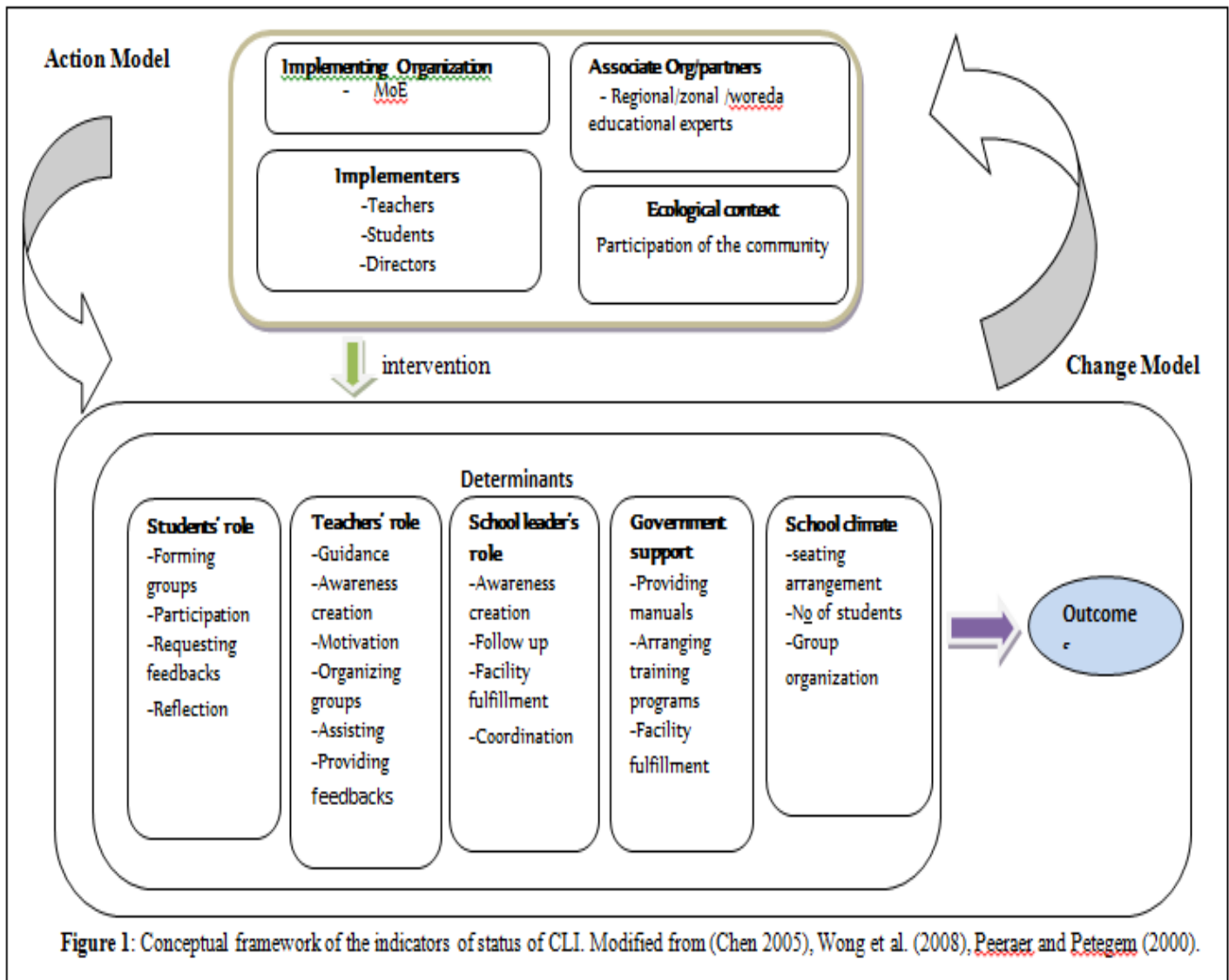
1.3. Basic Research Question

This study was aimed in answering the following research questions:

1. What does the current status of cooperative learning implementation look like with regard to the frame work developed above?

2. What are the major constraints impeding the implementation of CL in the study area?

3. Which factor is the most significant in affecting teacher's status of practicing CL in classrooms?

1.4. Objectives of the Study

The general objective of this research was to investigate the current status of cooperative learning implementation (CLI) in secondary schools of Harari regional state. It has also the following specific objectives:

1. To examine the status of CLI with respect to the roles of stakeholders such as teachers, students and principals.

2. To identify the major factors that impedes the implementation of CL in the study area.

3. To describe which factor is the most significant determinant of the current status of cooperative learning implementation

1.5. Significance of the Study

Since this study was conducted to investigate the current status of implementing cooperative learning and factors affecting its implementation, it has important contributions to different stakeholders such as students, teachers, policy makers, researchers and others. Specifically, it has the following significances. It may:

➢ Provide awareness to students and teachers regarding the benefits of CL. In addition to this, it helps both the students and teachers to identify their roles and responsibilities to be performed during the implementation of CL.

➢ Provide awareness about the current situation (practices and challenges) of CL for the students, teachers, woreda & zonal education stakeholders, etc.

➢ Serve as a reference material for further studies in similar areas.

3. Research Methodology

3.1. Research Design

In this study, descriptive survey design was used. It was preferred as it helps the researcher to make investigation with narration of events and drawing of conclusions based on the information obtained from samples of the target population (Kothari, 2004). Additionally, descriptive survey research design aims at describing behaviors and gathering people's perceptions, opinions, attitudes, and beliefs about a current issue in education (Kumar, 2006).

3.2. Source of Data

used to gather the relevant information. Primary source of data were teachers, students, school principals, supervisors, and concerned stakeholders from woreda levels while secondary sources of data were report documents prepared by teachers, school principals and woreda education officials. In addition to this lesson plans prepared by teachers and students mark list were observed.

3.3. Target Population of the Study

The total population of this research included, students (N=6182), teachers (N=329), principals, (N=16), supervisors (N=3). Thus, a sum of 6530 was the population of this study.

3.4. Sample Size and Sampling Techniques

In this study, secondary schools were selected by using stratified random sampling. Area (distance) where the schools are located was used as strata. That means among the 7 secondary schools found in the study area, both Erer and Hamaressa secondary schools are found out of Harar town. Therefore, Hamaressa secondary school is randomly selected from these two schools. Among the rest 5 secondary schools found in Harar town: Abadir, Harar senior, and Shakib Abdulah secondary schools were randomly selected. Therefore, four secondary schools (57.1%), viz, Abadir, Harar Senior, Hamaressa, and Shakib Abdulahi secondary schools were taken as a sample through stratified random sampling technique. From a total population of students (N=6182), and teachers (N=329), 3% of students (N=200) and 21% of teachers (N= 70) were selected by using stratified random sampling technique. In doing so sections were students are assigned to learn and department were used as strata to select the sampled students and teachers respectively. Then, simple random sampling was used to select the actual respondent students and teachers from each school. To take 4 directors from the population of 16 directors, purposive sampling technique was used because among the 16 directors only 4 of them are more responsible for academic issues like CL.

3.5. Instrument of Data Collection

Questionnaire, interview, observation checklist and document analysis were employed for data collection.

Questionnaire containing both closed ended and open ended types was used to gather data from students and teachers regarding their roles, and factors affecting the ICL. Close ended questionnaire was framed in likert scales where numbers starting from 1 up to 5 represent terms like almost never, rarely, moderately, frequently, and always respectively for items related with the roles of students, teachers and school leaders.

Semi-structured interview was also used to collect data from both principals and supervisors regarding the extent to which they identify the current gaps in the ICL and prepare training programs based on the identified gaps. Additionally, data regarding their extent of following up the ICL was collected through interview. Moreover, semi-structured interview was conducted with supervisors and principals regarding factors affecting the ICL in order to triangulate the data collected through questionnaire from both teachers and students.

Document Analysis was employed to collect data regarding the extent to which teachers form formal CL groups and use it at the time of instruction in classrooms.

Direct classroom observation was also conducted on two sections per school to evaluate the extent to which teachers and students perform their roles at the time of CLI. It was also used to identify the major factors affecting the ICL in classroom.

3.6 Methods of Data Analysis

Quantitative data that was collected through close-ended questionnaire from teachers and students was analyzed by using mean and standard deviation. Percentage was also used to analyze background information of respondents. Moreover, inferential statistics, particularly multiple regressions was used to find out which factor is the most significant determinant of the current status of CLI. Furthermore, qualitative data that was collected through interview and document analysis were analyzed by organizing and categorizing them into themes.

4.Result and Disscussion

4.1 Background Information of the Respondents

Table 1. Characteristics of Respondents.

N**o**	Items		Respondents					
			Teachers		Students		Principals	
			N**o**	%	N**o**	%	N**o**	%
1	Sex	Male	54	77.1	109	54.5	3	75
		Female	16	22.9	91	45.5	1	25
		Total	70	100	200	100	4	100
2	Age	15-20	-	-	179	89.5	-	-
		21-25	10	14.3	17	8.5	-	-
		26-30	28	40	4	2	-	-
		31-40	24	34.3	-	-	2	50
		41-50	8	11.4	-	-	2	50
		Total	70	100	200	100	4	100
3	Educational	Grade 9	-	-	122	61	-	-
		Grade 10	-	-	78	39	-	-
		Diploma	5	7.2	-	-	-	-
		1st degree	57	81.4	-	-	3	75
		MA/MSc	8	11.4	-	-	1	25
		Total	70	100	200	100	4	100

As item 1 of table 1, indicates 54 (77.1%) of teachers and 119 (54.5%) of students are males while the remaining 16 (22.9%) of teachers and 81 (45.5%) of students are females. This indicates that gender disparity on student is lower than that of teachers. That means secondary schools are occupied by high proportion of male teachers while the gap between male and female students is becoming lower.

As can be seen in item 2 of table 1, 10 (14.3%) and 28 (40%) of teachers are within age level 21-25 and 26-30 while the remaining 24 (34.3%) and 8 (11.4%) of teachers are within the age level of 31-40 and 41-50 respectively. Regarding the age of students, table 1 shows that, 179 (89.5%), 17 (8.5%) and 4 (2%) of students are within the age level of 15-20, 21-25 and 26-30 years respectively. Moreover, table 1 shows, 2 (50%) of principals are within the age of 31-40 years and the remaining 2 (50%) are within the age level of 41-50. As a result it is possible to say that all the respondents are matured enough to understand and fill the questionnaire distributed to them.

Table 1 further indicates that, 8 (11.4%), 1 (25%) of teachers and principals respectively have second degree. Whereas the remaining 62 (88.6%) and 3 (75%) of teachers and principals have first degree. This indicates that, these stakeholders have an ability to communicate and share experiences regarding CL.

4.2. Regarding the extent to which stakeholders perform their roles

4.2.1.   Concerning Student's Activity

As different scholars identified in their studies, the implementation of a program cannot be effective if students do not share their own roles. To this effect, questions having 5 likert scales namely: almost never (0), Rarely (1), Sometimes (2), Usually (3) and almost always (4) were distributed to teachers and students to determine the extent to which students perform their roles in relation to the ICL. Table 2 below summarizes the overall response of respondents.

Table 2. Respondent's views regarding the extent to which students perform their roles.

No	Indicators	Respondent	No	Mean	SD
1		Students	200	2.75	0.77
		Teachers	70	2.50	0.74
2		Students	200	2.45	0.86
		Teachers	70	2.44	0.82
3		Students	200	2.45	1.05
		Teachers	70	2.07	0.71
4		Students	200	2.45	1.05
		Teachers	70	2.50	0.74
5		Students	200	2.3	0.73
		Teachers	70	2.1	0.96
6		Students	200	3.00	0.71
		Teachers	70	2.70	0.71
7		Students	200	2.35	0.86
		Teachers	70	2.24	0.82
8		Students	200	3.00	0.75
		Teachers	70	3.14	0.75
9		Students	200	1.63	0.94
		Teachers	70	1.50	0.63
Overall Mean Result		Student		2.37	0.86
		Teachers		2.39	0.76

Scales of interpretation   <0.49= almost never,   0.5-1.49=rarely,   1.5 – 2.49= sometimes   2.5 – 3.49=usually   >3.5= almost always

As depicted in table 2, the mean score of both groups of respondents for item numbers 1, 6 and 8 are between 2.5 and 3.49. This indicates that students usually perform activities like forming groups immediately as classroom teachers order them to provide tasks, request help from teachers to obtain extra support and accept feedbacks provided by teachers. But for item number 2, 3, 4, 5, 7 and 9 the mean score of both groups of respondents fall in the range of 1.5 and 2.49. This indicates that students sometimes perform activities such as listening the rules attentively when teachers tell procedures on how to work through the task, accept their roles when teachers assign them in different responsibilities, show motivation to participate on CL, perform their duties according to their assigned responsibility, complete group tasks in the allotted time range and reflect their task after they completed the given activity.

By supporting the above idea, out of 8 sections (62.5%) observed, students were unable to complete the given activities within the allotted time in about 5 sections. Moreover, in almost all sections which were observed at the time of data collection, students were not able to reflect their ideas to the whole class after they completed the discussion in groups even if teachers motivate them to present what they did. In addition to this, it was observed that, students were not able to start tasks immediately after their teachers tell them what and how to do. That means they were not strictly following procedures on how to do activities when their

teachers tell them and become confused after they started doing some activities.

In table 2 above the overall standard deviation of teachers and students was 0.76 and 0.86 respectively. This also indicates that, the response of teachers is averagely 0.76 units far from their overall mean score (2.42) and students is 0.86 units averagely far from their mean value (2.43).Thus students response is slightly diverse than that of teachers for the 9 items indicated in table 2. That means there was more variation in students' response than that of teachers for the same item.

4.2.2. Concerning Teachers Activities

10 items having 5 likert scales: almost never (0), rarely (1), Sometimes (2), usually (3) and almost always (4) were disseminated to teachers and students to find out the extent to which teachers perform their roles in relation to the ICL. It is summarized in the table below.

Table 3. Respondents views for the extent to which teachers perform their roles.

It.	Description	Respondent	No	Mean	SD
1		Students	200	1.90	0.77
		Teachers	70	2.00	0.76
2		Students	200	2.56	0.86
		Teachers	70	2.71	0.71
3		Students	200	2.15	0.73
		Teachers	70	3.00	0.76
4		Students	200	1.35	0.91
		Teachers	70	2.71	0.71
5		Students	200	2.71	0.89
		Teachers	70	2.36	0.72
6		Students	200	2.28	0.67
		Teachers	70	2.5	0.83
7		Students	200	2.15	0.73
		Teachers	70	2.71	0.71
8		Students	200	0.70	0.78
		Teachers	70	1.48	0.63
9		Students	200	1.42	0.53
		Teachers	70	1.38	0.67
10		Students	200	0.98	0.73
		Teachers	70	1.24	0.43

Scale of Interpretation   <0.49= almost never,   0.5-1.49=rarely,   1.5 – 2.49= sometimes   2.5 – 3.49=usually   >3.5= almost always

In the above table the mean score of both teachers and students lie between 0.5 and 1.49 for item number 8, 9 and 10. This indicates teachers are rarely performing activities such as varying the composition of groups at different times, offering timely feedback, and providing appropriate mark for each student/group based on their effort. Additionally, observation held in a classroom evidenced that, out of 8 observed sections teachers were unable to vary the composition of groups in all sections. Moreover, it is observed that teachers were spending their time on telling what and how to do given activities rather that providing timely feedback to students. This indicates students were unable to clearly understand procedures of doing tasks told by their teachers at the beginning.

For item number 1 and 6 of table 3 the mean score of respondents lies between 1.5 and 2.49. This indicates that teachers sometimes perform activities such as providing awareness to students about the importance of CL and affording different tasks to be done in groups. By supporting this interview conducted with one of the principal reported "few teachers do not accept policy directions given by government. As a result they do not provide tasks for students to be done in group". Another interviewee also said "there are some teachers that consider providing task for students to be

done in group as loading burden up on students". One of the supervisors also explained that "most teachers but not all can implement CL very well but still we hear complaints from students as some of their teachers can not strictly implement CL as expected". The computed standard deviation also indicates there was variation among respondents for all items indicated in table 3.

4.2.3. Concerning school Leaders Activity

Table 4. Teachers views regarding the extent to which school leaders support the ICL.

No	Indicator	No	Mean
1		70	1.63
2		70	2.81
3		70	2.08
4		70	1.23
5		70	2.04
6		70	2.48

Scales of interpretation　　<0.49= almost never,　　0.5-1.49=rarely,　　1.5 – 2.49= sometimes　　2.5 – 3.49=usually　　>3.5= almost always

As table 4 indicates the mean score of item 4 is between 0.5 and 1.49. This indicates that, school leaders rarely plan and prepare training opportunities for teachers so that they can obtain awareness regarding the ICL. Interview held with one of the principals also evidenced that "I always think about training opportunities for teachers. But still I did not facilitated training situations on the ICL". Moreover, the mean score of item 1, 3, 5 and 6 in the same table lies between 1.5 and 2.49. This in turn indicates school leaders sometimes provide awareness about the benefits of CL for students, identify teachers that do not implement CL, sometimes encourage those teachers that do not implement CL and offer incentives for teachers who are efficient in implementing CL. In support of this, one of the principal at the time of interview elaborated "yes I sometimes follow up teachers and advice those teachers that cannot practice CL so as to practice it. But it is difficult to take measures up on them". The second principal from other school also said "students have long years of experience in CL, therefore I don't think it is important to talk about it for them". In addition to this, one of the supervisors informed "I do not have direct contact with students. I think providing awareness about CL is the responsibility of teachers and principals".

4.3. Items related with factors affecting the ICL.

Items in the form of 5 likert scale: 1-almost never, 2-slightly, 3-moderetly, 4-highly and 5- extremely were distributed to teachers and students and their response is summarized in table 5, 6, 7 and 8 bellow.

Table 5. Classroom related factors affecting the ICL

No	Indicators	Respondent	No	Mean	SD
1		Students	200	4.51	0.78
		Teachers	70	4.53	0.49
2		Students	200	4.55	0.67
		Teachers	70	4.57	0.49
3		Students	200	3.52	0.97
		Teachers	70	3.85	1.13
4		Students	200	1.4	0.59
		Teachers	70	1.43	0.63
5		Students	200	3.08	0.91
		Teachers	70	2.71	0.72
6		Students	200	3.34	0.91
		Teachers	70	3.47	0.80
7		Students	200	3.61	1.03
		Teachers	70	3.71	0.97

Scales　　<1.49= very slightly (almost never),　　1.5-2.49=slightly,　　2.5 – 3.49= moderately　　3.5 – 4.49=highly　　>4.5= extremely

As depicted in table 5, the mean score of respondents for item 1 and 2 is above 4.5. This indicates that, the existence of large number of students in one class and uncomfortable seating arrangement of students are extremely affecting the ICL. In addition to this, lack of clear guide line to practice CL and problem of group organization/arrangement are highly affecting the ICL as indicated in item 3 and 7 of table 5. By supporting this, one of the interviewee explained that "some of the major factors affecting the ICL are large class size and uncomfortable seats". Another interviewee also mentioned that "lesson delivery through Plasma Television (PTV) and uncomfortable sitting arrangement of students due to their large number are the major factors affecting the ICL". Yet, Aschalew (2013) and Taye (2008) find out that, large class size is serious problem affecting the implementation of active learning. Moreover, Wudu et.al (2009) and Mohamed (2014) stated that, shortage of time is serious problem hindering students to practice student centered method of teaching. In slightly different way, shortage of students' text books is almost never affecting the ICL as its mean score is less than 1.49 in table 5 above. The calculated standard deviation also tells us that there is variation on the degree to which the indicated factor affects the ICL.

Table 6. Student related factors affecting the ICL

No	Indicators	Respondent	No	Mean	SD
1		Students	200	3.30	1.01
		Teachers	70	2.93	0.80
2		Students	200	2.71	0.92
		Teachers	70	3.43	1.11
3		Students	200	3.55	1.05
		Teachers	70	3.64	0.98
4		Students	200	3.60	0.92
		Teachers	70	3.79	0.98
5		Students	200	2.93	0.88
		Teachers	70	2.86	0.84
6		Students	200	2.65	0.97
		Teachers	70	3.29	1.11
7		Students	200	2.50	1.00
		Teachers	70	2.64	0.90
8		Students	200	3.00	0.87
		Teachers	70	3.07	1.11
9		Teachers	200	3.61	0.90
		Students	70	3.93	0.91

Scales　　<1.49= very slightly (almost never),　　1.5-2.49=slightly,　　2.5 – 3.49= moderately　　3.5 – 4.49=highly　　>4.5= extremely

As indicated in table 6, the mean score of item 1, 2, 5, 6, 7 and 8 are between 2.5 and 3.49. This indicates, student related factors such as lack of awareness about CL, lack of interest in CL and domination of some students over the others during group work are moderately affecting the ICL. By supporting this, Taye (2008) and Aschalew (2013) affirmed that students' interest, belief and commitment affect the implementation of AL in universities. Wudu et.al (2009) also confirmed that students English language problem, maturity level and unfavorable attitudes towards Learner Centered Method (LCM) are major factors affecting the practice of LCM. Mohamed (2014) also stated that student motivation to work in groups; poor English language ability and dominance of students during group work are major problems hindering the practice of CL.

Table 6 also shows that, reluctance of students to participate during CL, unwillingness of students to take responsibilities and unequal sharing of task among group members are highly affecting the ICL as their mean score is between 3.5 and 4.49. In support of this, data obtained through observation check list also indicated that unequal sharing of task among members of group and domination of few students at the time of doing activities were observed in 6 sections out of the observed 8 sections. Moreover, the result of interview held with one of the principals indicated "some students are carless, they do not take their responsibility, and they need to gain benefits by becoming on the shoulder of others." The calculated standard deviation also shows us that there is variation on the degree to which the indicated factor affects the ICL.

Table 7. Teacher related factors affecting the ICL.

No	Description	Respondent	No	Mean	SD
1		Students	200	3.34	0.91
		Teachers	70	2.64	0.72
2		Students	200	3.60	0.92
		Teachers	70	3.94	0.96
3		Students	200	3.88	0.98
		Teachers	70	2.86	0.90
4		Students	200	3.30	1.01
		Teachers	70	2.93	0.80
5		Students	200	3.98	0.82
		Teachers	70	4.14	0.64
6		Students	200	3.65	1.02
		Teachers	70	4.07	0.71
7		Students	200	3.93	0.92
		Teacher	70	4.29	0.71
8		Teachers	70	2.93	0.88
		Students	200	2.64	0.90
9		Students	200	3.28	1.00
		Teachers	70	3.02	0.72
10		Students	200	3.55	1.05
		Teachers	70	3.69	1.02
11		Students	200	3.60	0.92
		Teachers	70	3.36	0.98
12		Students	200	3.88	0.98
		Teachers		70	3.79	0.98
13		Students	200	3.98	0.73
		Teachers		70	4.21	0.81

Scales   <1.49= very slightly (almost never),   1.5-2.49=slightly,   2.5 – 3.49= moderately   3.5 – 4.49=highly >4.5= extremely

The mean score of all items except item number 1, 4, 8 and 9 are between 3.5 and 4.49. This indicates teacher related factors such as their inability to share responsibility for each group members, lack of skill to manage activities during CL and inclination of interest towards lecturing method are highly affecting the ICL. In similar manner, majority of observations (about 5 out of 8 sections) made by the researcher indicated that teachers faced difficulty in managing CL and sharing responsibility for each student. Due to this teachers were observed to rush in to traditional lecturing method in the middle of practicing CL and students were observed to become less participant and out of task. Interview conducted with principal also evidenced that "teachers' lack of attitude on CL and commitment are major factors affecting the ICL". Taye (2008) also elucidated that instructors and students' tendency towards traditional lecture method is the major problem that negatively influence the Implementation of Active Learning (IAL).

Table 7 also shows, teachers' inability to provide timely feedbacks and their failure to reorganize group arrangement are highly affecting the ICL. In support of this, the result of observation checklist also indicated 7 out of 8 observed teachers were forming groups based on the normal seating style of students without considering their academic ability. However, Andrew stated that, teachers need to vary the composition of groups every week/month/semester so that each student will have a chance to work with a large number of classmates during the term or year. According to Wudu et.al (2009) lack of teachers' commitment is major problems in using AL. As the column of SD indicates there is variation among respondents regarding the extent to which each of the indicated factors affects the ICL in table 7.

Table 8. Support related factors affecting the ICL

No	Indicator	Respondent	No	Mean	SD
1		Students	200	2.50	1.00
		Teachers	70	2.64	0.72
2		Student	200	2.70	0.90
		Teacher	70	3.21	0.87
3		Student	200	3.58	0.91
		Teacher	70	3.53	0.75
4		Students	200	2.50	1.00
		Teachers	70	3.43	0.91
5		Students	200	2.93	0.88
		Teachers	70	4.07	0.71

Scales   <1.49= very slightly (almost never),   1.5-2.49=slightly,   2.5 – 3.49= moderately   3.5 – 4.49=highly   >4.5= extremely

The mean score of item number 1, 2 and 4 in table 8 is between 2.5 and 3.49. This tells us that, school leaders' inability to follow up the implementation status of CL, failure of school leaders to identify teachers that do not implement CL and inability of school leaders to prepare trainings are moderately affecting the ICL.

In the same table above, the mean score of respondents is between 3.5 and 4.49 for item number 3 and 5. This indicates inability of school leaders to provide feedback for teachers that do not implement CL and prepare training opportunities for teachers in order to gain awareness about CL are highly affecting the ICL. In line with this, one of the interviewed supervisors reported that "Personally I follow up the activity of all teachers. Rarely I advice to practice CL. Yet, some teachers do not fully implement CL. The second interviewee also said "earlier we did not try to prepare training opportunities. But this year I am thinking to prepare training opportunity by communicating teacher training colleges and universities located in our surrounding".   As the column of SD indicates there is variation among respondents regarding the extent to which principals and supervisors support affects the ICL.

4.4. Multiple regression analysis to determine the most significant determinant factors

The general purpose of multiple regressions is to examine how multiple (several) independent or predictor variables are related to the dependent or criterion variable. Hence, in this research about four major factors (class room related, teacher related, student related and support related) affecting the implementation status of CL was identified in the earlier section. This section, tries to examine which factor is the most significant in affecting the current status of CLI. To this end multiple regression analysis was conducted and its output is indicated in table 9 bellow; SOCLI-indicates status of CLI

Model summary table tells us that, 96.5% of the variation in the overall status of CLI can be explain or determined by the four independent variables like CRR (school/classroom related factors), StR (student related factors), TeR (teacher related factors), and SuR (support related factors). Additionally, in ANNOVA table the p-value is 0.00 (less than 0.05) which shows that, the combined effect of these four independent variables on the overall status of CLI is statistically significant. That means they have combined effect on the status of CLI. Moreover, in coefficients ᵃ table the p-value that corresponds to CRR, StR, and SuR is less than 0.05. This indicates that classroom (school) related, student related and support related factors are significant determinants of the overall status of CLI respectively. Despite this fact, the p-value that corresponds to TeR is greater than 0.05 indicating that, teacher related factor is not significant in affecting the ICL.

Table 9. The output of multiple regression analysis.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982ᵃ	.965	.964	1.45123

a. Predictors: (Constant), SuR, TeR, StR, CRR

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15265.967	4	3816.492	1.812E3	.000ᵃ
	Residual	558.107	265	2.106		
	Total	15824.074	269			

a. Predictors: (Constant), SuR, TeR, StR, CRR
b. Dependent Variable: SOCLI

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-6.982	.543		-12.864	.000
	CRR	.253	.127	.201	1.999	.047
	StR	.151	.062	.151	2.431	.016
	TeR	.063	.079	.087	.801	.424
	SuR	1.179	.082	.570	14.414	.000

a. Dependent Variable: SOCLI

5. Conclusions and Recommendations

1. Regarding the status of CLI

1.1. with respect to student's activity

For majority of the activities need to be performed by the students, it is found out that the mean score of both groups of respondents was below 2.49. This indicates that students sometimes perform their activities such as listen the rules attentively when teachers tell procedures on how to work through the task, accept their roles when teachers assign them in different responsibilities, show motivation to participate on CL, perform their duties according to their assigned responsibility, complete group tasks in the allotted time range and reflect their task after they completed the given activity. Hence, it is recommended that,

❖Students need to be aware of their roles and actively perform it at different stages of CLI.
❖Classroom teachers follow up each and every activity of students and provide the necessary support to them.
❖School leaders need to work hard in creating awareness so that students by themselves can take responsibility in identifying and performing their roles. These recommended activities can be realized by using different opportunities like preparing formal meeting with students and creating awareness at the time of flag ceremony.

1.2. with respect to teacher's activity

It was found out that the mean score of students and teachers were between 1.5 and 2.49 for majority of (8 out of 10) of activities need to be performed by teachers. This indicates that teachers are **sometimes** performing their roles such as providing awareness to students about the importance of CL and affording different tasks to be done in groups. Therefore, it is advisable that;

❖Classroom teachers need to identify each and every role that should be performed at different stages of CLI.
❖Stakeholders in woreda and zone education bureau need to attentively follow up the teachers' progress of CLI in collaboration with school principals
❖School principals in collaboration with other concerned stakeholders need to arrange training opportunities. In doing so, the training need to focus on the benefits of utilizing CL and mechanisms of tackling different problems that classroom teachers face at different stages of CLI.

1.3. With respect to school leaders' activity

The mean score of majority of activities need to be performed by school leaders are between 1.5 and 2.49. This indicates school leaders are sometimes performing their roles expected of them such as providing awareness about the benefits of CL for students, identify teachers that do not implement CL, encouraging those teachers that do not implement CL in order to practice it and offering incentives for teachers who are efficient in implementing CL. Therefore, it is suggested that,

❖Regional, zonal and woreda educational stakeholders need to follow up the progress of school leaders' extent of providing their support and arrange special training program for them. In doing so, the training program need to focus on the importance of utilizing CL for instructional purpose, mechanisms of providing awareness to both teachers & students and mechanisms of fulfilling the require materials for the better ICL.

2. Regarding factors affecting the implementation of CL

The output of multiple regression tables shows that the four independent variables namely: classroom (school) related, student related, teacher related and support related factors have combined effect on the overall status of CLI. In addition to this, the table indicated that classroom related factors such as large number of students in one class and uncomfortable seating arrangement of students: student related factors such as unwillingness of students to take responsibilities and unequal sharing of task among group members: support related factors such as school leaders inability to prepare training opportunities are significant determinants of the overall status of CLI while teacher related factors are not significant in affecting the ICL as its p-value is greater than 0.05. So, it would have been better if;

✓Government provides all the required material and technical supports to schools by participating the parents of students, the community at large, and non-governmental organizations (NGO's).
✓School principals reduce the number of students in one class by increasing the number of sections and fulfilling the necessary materials by communicating and participating the community as well as the concerning government stakeholders.
✓The government disseminates clear guide lines about the implementation of CL.
✓School leaders follow up the extent to which teachers utilize the formal CL groups (locally called one to five grouping) and advice those teachers that do not utilize it.

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