

Cooperative Learning Strategies Teachers Use in Facilitating the Comprehension of Geography in the North West and South Regions of Cameroon

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ABSTRACT

Cooperative learning is a teaching approach which has gained worldwide recognition over the years for its role in facilitating teaching and learning by both teachers and students. Cooperative learning on a broader scope is just one teaching method amongst many. There exist different cooperative learning strategies which can be contextualized depending on the teacher involved, the learners and the content of what has to be taught and learned. Each of these cooperative learning strategies has a specific impact on the learning process of the learners. It is therefore relevant for teachers to have knowledge of the respective cooperative learning strategies which can be made use of, in order to facilitate learning. This study therefore, seeks to investigate the cooperative learning strategies teachers use in facilitating the comprehension of geography in secondary schools in the North West and South West Regions of Cameroon. It focused on Fako and Meme Divisions in the South West Region and Mezam Division in the North West Region. The research objective was further turned to research question. The study was both a qualitative and quantitative research. The descriptive survey research design was adopted with a sample size of 138 geography teachers and 536 students. A questionnaire was the main instrument for data collection with reliability of 0.07 coefficient Cronbach alpha. The data was analysed quantitatively and qualitatively. Data were entered using EpiData version 3.1 and exported to SPSS version 25.0. Quantitative data was analysed using descriptive and inferential statistical tools while qualitative data were analysed using thematic analysis approach. Findings of the study revealed that, 31.23% of teachers and 22.96% of students hardly used the cooperative learning strategies. Based on these findings, it was recommended that training seminars and workshops should be organized for in-service teachers and a training course on cooperative learning and its different strategies be introduced in teacher training colleges. Teachers should also make an effort to read about cooperative learning and constantly practice the method of teaching.

KEYWORDS: *Cooperative learning strategies, teachers, comprehension of geography*

Cooperative Learning strategies

Cooperative learning is a no classist educational philosophy that values and promotes the growth and achievement of each student. It recognizes the power of structured, supportive group work to push individual academic and personal potential (Philip and Cottell, 1994). Strategies in education, are a content-free way of organizing the interaction of students in a classroom (Philip and Cottell, 1994). Teachers therefore use different teaching strategies in teaching in order to ensure learning goes through. Cooperative learning is one of the numerous teaching strategies highly recommended lately to be used in the transfer of knowledge. Cooperative learning as a whole is a teaching method with different strategies which can be applied on grounds of relevance. Johnson and Johnson (2009)

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asserts that, teachers use the different cooperative learning strategies as tools to enhance learning and teaching, promote self-esteem and academic achievement for all learners.

Cooperative learning strategies have been found to be relevant in teaching. Kagan and Kagan (1998), feel that cooperative learning strategies help in promoting learning, improving retention, enhancing motivation, facilitating the development of skills in oral communication, improving social skills, promote self-esteem and increase confidence. Learners use the different cooperative learning strategies as tools to develop skills in leadership, trust building, communication and conflict resolution. A variety of learning structures are used by Learners put in small groups to improve their understanding of a topic. According to Slavin, (1994), there are different forms of cooperative learning. The effectiveness of cooperative learning (particularly for achieving outcomes) depends on the particular approach used. Kagan (1994) describes some of the most commonly used cooperative learning strategies below:

- 1. Jigsaw:** With this strategy, students are placed into teams to work on material that has been divided into sections. This strategy can be used in a variety of ways for mastery, concept development, discussion and whole group projects. In using the jigsaw, each participant from a team works alone, mastering a part of the task, participants come together to share their knowledge with team mates and finally assess students on all materials.
- 2. Learning together:** With this strategy, learners are placed in groups where team building is emphasized and students learn together, while completing worksheets.
- 3. Student teams-achievement divisions:** Students are placed in groups in order to work within their teams to master a lesson presented by the teacher.
- 4. Teams-games-tournament:** Students are placed in groups which compete in academic games with members of other teams and contribute points to their team scores.
- 5. Group investigation:** Students are placed in groups and decide how a topic will be researched, summarized, and how the workload will be divided.
- 6. Academic controversy:** Academic Controversy is a cooperative form of debate. Students are placed into groups, take opposing views, and then attempt to reach a consensus.
- 7. Team assisted individualization:** Students are placed in groups, work on their own assignments and then help other group members with their assignments. Group members are rewarded for the success of the group.
- 8. Team Line Up:** This is a method of forming the groups for cooperative learning were the teacher lines up participants according to some pre-established criteria for example, by birth date, month and year. Line ups can be used to make small groups and can be used to promote communication and develop concepts.
- 9. Round Robin:** This structure is designed to give everyone in the group an equal chance at participation. Starting with one participant, each person gets 1-3 minutes going clockwise or counterclockwise, to present their point of view. This structure can be used as a warm up, evaluation, or to share something learned or a point of view.
- 10. Group Discussion:** This is the simplest of all cooperative learning strategies. At various times during a presentation, ask the participants to discuss the topic with someone sitting near them. It's a two-step process. . Talking with the other and sharing your ideas.
- 11. Three Step Interview:** This is a simple concept development structure. It works best in groups of four but can be adapted for larger groups. First, in the groups, participants pair up. One interviews the other with a question then they reverse roles. Finally, all four group members share what they have learned.

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12. Think-Pair-Share: This strategy is designed to encourage student involvement. First, participants listen to the teacher's question. Then they think of a response. They pair up with someone and discuss their responses. Finally, they are asked to share their responses with the whole group. Usually a time limit is set for each step.

13. Corners: This structure is designed to allow participants to get to know themselves and each other better. It can be used as a content-related class builder or used after a lesson as a review.

It is crucial to understand the differences in approaches to enable teachers to choose the cooperative learning strategy that is best suited to their classrooms (Sharan, 2010). As Sharan (2002) presented, there are three models of cooperative learning methods: (1) Models that emphasize mastery of knowledge and motivation, (2) Models that emphasize social skills and interpersonal communication and (3) Complex Models which emphasize long term intellectual inquiry, intrinsic motivation and equal status interaction. For cooperative learning groups to work, the learning arrangements and small teams of learners are required to discuss topics and learn to take charge of their own learning (Adams and Hamm, 1996). Team spirit rather than individual competition is stressed as pupils work together. Positive interdependence is the goal of cooperative learning. The success of the team depends on each member attaining both the team's learning goals and his/her individual goal.

Cooperative learning is grounded in the belief that learning is most effective when students are actively involved in sharing ideas and working cooperatively to complete academic tasks (Effandi and Zanaton, 2007). Many research studies have indicated that the use of cooperative learning strategies in the classroom can improve student performance. Slavin (1991) found over 70 high-quality studies that assessed cooperative learning over a period of at least 4 weeks at elementary and secondary school levels. All of these studies compared the effects of cooperative learning and traditional learning methods on student achievement in various content areas.

Traditional learning which is the most used method of teaching in our school settings in Cameroon lays emphasis on the teacher being the main source of information and can only gain knowledge through the teacher. This method of teaching does not promote inquiry skills development in children. Students in traditional classrooms, rely on their teachers to decide what, when, and how to learn. The majority of students' learning involves listening to a teacher talk, using either a lecture technique or simple question and answer which demands basic recall of knowledge from the learners. Lecture-based instruction dominates classroom activities, with the teacher delivering over 80% of the talk in most classrooms (Effandi and Zanaton, 2007).

Students subjected to traditional learning methods may not find opportunities to freely choose the strategies they are interested in to solve problems since the teacher decides the most appropriate problem-solving strategy. Moreover, students, especially in the primary grades, may become bored with the one-way communication found in teacher-centered instruction. Furthermore, Johnson and Johnson (1990) noted that in the last decades more than 320 studies had been conducted comparing the effects of cooperative, competitive, and traditional situations on students' achievement in different content areas. The fundamental findings of those studies indicated that students' productivity in cooperative learning settings is higher than in traditional learning.

Jones (1990) explored the influence of cooperative learning versus traditional learning in elementary schools and the results indicated that the cooperative learning approach was no more effective than the traditional approach. Currently, educators and researchers show enthusiasm regarding the application of the wide variety of approaches under the cooperative learning umbrella in schools; however, this support does not necessarily ensure that all of these methods are the most effective at improving students' cognitive abilities and social skills as Sharan (1990) or Johnson, Johnson and Stanne (2000) pointed out. They argued that cooperative learning can significantly increase student achievement (compared with traditional methods) when properly implemented, however, this does

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not mean that all operationalization of cooperative learning will be equally effective.

The cooperative learning method can be difficult to implement effectively in the classroom. Adams and Hamm (1996) cautioned that the five elements of cooperative learning must exist for cooperative learning methods to work effectively. So, effective implementation of cooperative learning involves specifying instructional objectives, create heterogeneous groups of students, explain the task and methods to be used in achieving the group's goal, to monitor progress of the groups, to intervene to provide assistance when necessary, and to evaluate student achievements (Hamby and Grant, 1997). Researchers suggest that teachers should view the cooperative learning approach as being flexible and change teaching strategies depending on students' needs and interests.

Objective of the Study

This study investigated the different cooperative learning strategies which geography teachers implemented in teaching students in the secondary schools in the North West and South West regions of Cameroon.

Research Method

This study utilised the descriptive survey research design. Specifically, a mixed research design, that is, both the quantitative and qualitative methods was applied in the collection of data. Geography teachers and students in secondary schools within the North West and South West Regions of Cameroon constituted the population of the study. The target population for the study included, geography teachers and students of all the secondary schools in three Divisions of the North West and South West Regions primarily Fako, (Buea and Limbe) Meme (Kumba I, II and III) and Mezam (Bamenda). The accessible population consisted of geography teachers and geography students in form four, five, lower and upper sixth. Teachers who participated in the study were teachers who taught any of these classes and the students who participated in the study were those who had been taught by the same teacher for at least more than one school year. This was to be sure that the students were familiar with the teaching techniques of the teacher and as such knew the teacher so well to be able to describe the frequency of strategies used by their teachers. All respondents came from 36 schools and were sampled purposively.

Instrumentation and Analysis

The researcher designed a questionnaire which was used for data collection. The questionnaire had 7 items on a likert scale rating the frequency of use of the type of cooperative learning strategy used by teachers. This was done on a scale of 1-5 with 1 being the lowest and 5 being the highest. A second question with 15 items measuring the effectiveness of cooperative learning strategies in facilitating students' comprehension of geography was asked. This was also done on a likert scale of 1-5 with 1 being the lowest and 5 the highest. The test-retest method was conducted to check reliability and show the achievement level and internal consistency of the instrument. A reliability coefficient at 0.897 was used to check the internal consistency of the instrument. Qualitative data were analysed using descriptive and inferential tools while quantitative data were analysed using the thematic analysis approach with the aid of themes, frequencies and quotations.

Results and Discussions**Cooperative learning strategies teachers use in facilitating the comprehension of geography****Table 1: Assessing Geography Teachers' Use of Cooperative Learning Strategies**

No	Item	Most Used	Least Used
		n(%)	n(%)
1	I divide task into sections, divides students into groups then give the tasks to the different groups (jigsaw)	45 (32.61%)	93 (67.39%)
2	I place students in groups, encourage them to work as a team while learning to complete the task (learning together)	43 (31.56%)	95 (68.44%)
3	I place students in groups in order for them to work and answer a lesson I have presented in class (student teams-achievement division)	41 (29.71%)	97 (70.29%)
4	I place students in a group, allow them to compete with another group and then give scores (team-games-tournaments)	54 (39.13%)	84 (60.87%)
5	I place students in groups, they decide how a topic will be researched and summarized and how the workload will be divided (group investigation).	43 (31.56%)	95 (68.44%)
6	I place students in groups, the students take opposing views and then attempt to reach a consensus (academic controversy)	39 (28.26%)	99 (71.74%)
7	I place students in groups, one group finishes their assignment and then help other groups members with their assignment (team assisted individualization).	37 (26.81%)	101 (73.19%)
Multiple Response Set		302 (31.23%)	664 (68.77%)

Based on the geography teachers' opinion on the use of cooperative learning strategies, findings show that, a majority of the teachers used the team game tournament as they placed students in a group, allowed them to compete with another group and then give scores. This was noticed as 39.13% (54) geography teachers indicated. This was closely followed by 32.61% (45) of the teachers who indicated that, they used the jigsaw. This method was practiced when teachers divided task into sections then divided students into groups and gave the tasks to the different groups. The same percentage, 31.56% (43) of the teachers were found for teachers who used the students' team game tournament strategy (teachers placed students in groups and encouraged them to work as a team while learning to complete the task) and group investigation (teachers place students in groups, they decide how a topic will be researched and summarized and how the workload will be divided). Furthermore, 29.71% (41) teachers made use of the student teams-achievement division where, the teacher placed students in groups in order for them to work and answer a lesson that had been presented in class.

Findings also showed that, a few teachers with a percentage of 28.26 (39) used the academic controversy. With this method, teachers placed students in groups and the students take opposing views and then attempt to reach a consensus. This was followed by another few, 26.81% (37) teachers who indicated that, they use the team assisted individualization. That is, they place students in groups, and when one group finishes their assignment and they are asked to help other group members with their assignment. Overall, a majority of the geography teachers 68.77% do not adequately make use of cooperative learning strategies to facilitate comprehension in geography while 31.23% of them do. This overall finding is also presented on the figure below.

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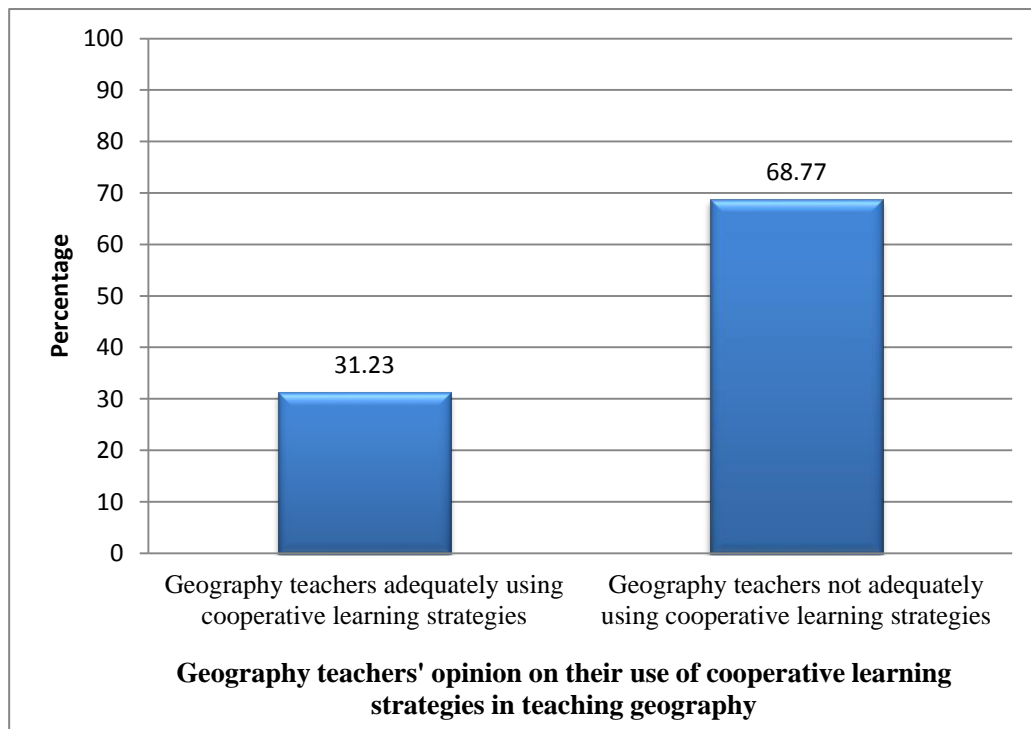


Figure 1: Geography Teachers' Opinion on Their Use of Cooperative Learning Strategies in Teaching Geography

Table 2: Geography Teachers' Opinion on the Relevance of Cooperative Learning Strategy in facilitating the comprehension of geography in students

No	Item	High extent	Low extent
		n(%)	n(%)
1	The cooperative learning strategy motivates students to study geography	93 (67.39%)	45 (32.61%)
2	The cooperative learning strategy helps students to comprehend where people live.	60 (43.48%)	78 (56.52%)
3	The cooperative learning strategy helps students to understand reasons why people live where they live	67 (48.65%)	71 (51.35%)
4	The cooperative learning strategy helps students to understand how places and people are interrelated	88 (63.77%)	50 (36.23%)
5	The cooperative learning strategy helps students to understand the significance of location	79 (57.25%)	59 (42.28%)
6	The cooperative learning strategy helps students to understand human and physical environment	97 (70.29%)	41 (29.71%)
7	The cooperative learning strategy helps students to understand causes and consequences of change when working in cooperative learning groups	89 (64.49%)	49 (35.51%)
8	The cooperative learning strategy helps students to better explain geographical patterns, processes as they work in the group	86 (62.32%)	52 (37.68%)
9	When students work in cooperative learning groups they understand the relationship between different cultures and people	78 (56.62%)	60 (43.38%)
10	They are able to position locations on maps such as my country, oceans and seas with the help of the cooperative learning strategy used	81 (58.69%)	57 (41.31%)

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11	The cooperative learning strategy helps students to be able to organize information in geography	78 (56.62%)	60 (43.38%)
12	The cooperative learning strategy helps students to answer geographic information	83 (60.14%)	55 (39.86%)
Multiple Response Set (MRS)		979 (62.92%)	677 (37.08%)

Table 2 above shows how much comprehension of geography was achieved while using cooperative learning. Findings show that, a majority of the teachers 70.29% (97) accepted that cooperative learning strategy helps students to understand human and physical environment. This was closely followed by 67.39% (93) who agreed that cooperative learning strategy motivates students to study geography. It was also realized that, 64.49% (89) teachers accepted that cooperative learning strategy helps students to understand causes and consequences of change when working in cooperative learning groups. More teachers 63.77% (88) were of the opinion that, cooperative learning strategy helps students to understand how places and people are interrelated. Sixty two point three two percent (86) of teachers accepted that cooperative learning strategy helps students to better explain geographical patterns, processes as they work in the group. Furthermore, 60.14% (83) accepted that cooperative learning strategy helps students to answer geographic information and 58.69% (81) agreed that students are able to position location on maps such as their country, oceans and seas with the help of cooperative learning.

It was also found that, 57.23% (79) teachers accepted that cooperative learning strategy helps students to understand the significance of location. The same percentage, (56.62%) (78) were of the view that when students work in cooperative learning groups they better understand the relationship between different cultures and people. The findings also show that a majority of the teachers 56.62% (78) accepted that cooperative learning strategy helps students to be able to organize information in geography. Finally. In overall, findings show that a majority of the teachers 62.92% accepted that cooperative learning strategies ease the study of geography while 37.08% of the teachers denied. This overall finding is also presented on the figure below.

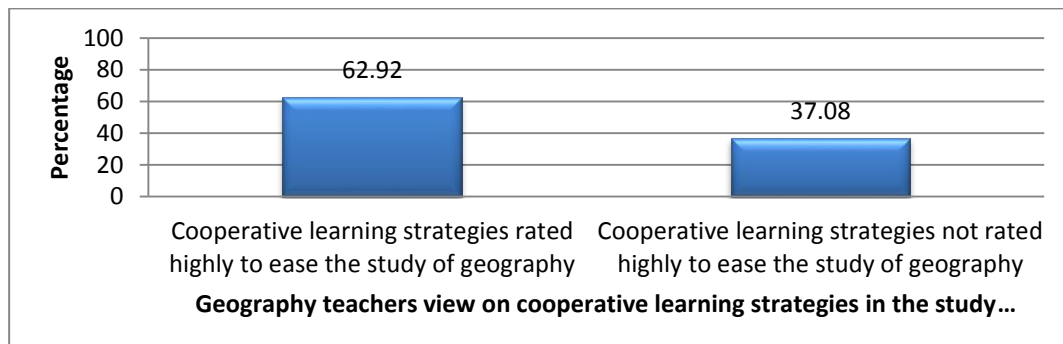


Figure 2: Geography teachers view on cooperative learning strategies in the study of geography

Table 3: Students' Opinion on the Cooperative Teaching Strategies mostly used by their Geography Teachers

No	Item	Most Used	Least Used
		n (%)	n (%)
1	The teacher divides task into sections then divides students into groups and gives the tasks to the different groups (jigsaw).	121 (22.57%)	415 (77.43%)
2	The teacher places students in groups, encourages them to work as a team while learning to complete the task (learning together).	132 (24.63%)	404 (75.37%)
3	The teacher places students in groups in order for them to work and	137	399

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	answer a lesson he has presented in class (student teams-achievement division).	(25.56%)	(74.44%)
4	The teacher places students in a group and allows them to compete with another group, then he gives scores (team-games-tournaments).	102 (19.03%)	434 (80.97%)
5	The teacher places students in groups, they decide how a topic will be researched, summarized and how the workload will be divided (group investigation).	98 (18.28%)	438 (81.72%)
6	The teacher places students in groups; the students take opposing views and then attempt to reach a consensus (academic controversy).	143 (26.68%)	393 (73.32%)
7	The teacher places students in groups, one group finishes their assignment, then help other groups members with their assignment (team assisted individualization).	131 (24.44%)	405 (75.56%)
Multiple Response Set		864 (22.96%)	2888 (77.04%)

Table 3 above presents students' opinion on the cooperative teaching strategies mostly used by their geography teachers. It was found that, a majority of 26.68% (143) students reported their teacher to mostly use academic controversy strategy in teaching geography. Findings also showed that, 25.56% (137) students accepted that, their geography teachers use student teams-achievement division strategy. More students, 24.63% (132) reported that the teachers use the learning together strategy in facilitating their comprehension of geography while 24.44% (131) of the students accepted that their teacher use team assisted individualization strategy.

To add, 22.57% (121) of the students agreed that their teachers use the jigsaw strategy and 19.03% (102) students accepted that their teacher use team-games-tournaments strategy. Group investigation was the least indicated cooperative learning strategy students identified as being used by their geography teachers. This percentage stood at 18.28% (98). In aggregate, a majority of the students 77.04% were of the opinion that their geography teachers do not adequately use cooperative learning strategies in teaching geography while a few 22.96% of the students are of the opinion that their geography teachers adequately use cooperative learning strategies in teaching geography. This overall finding is also presented on the figure below.

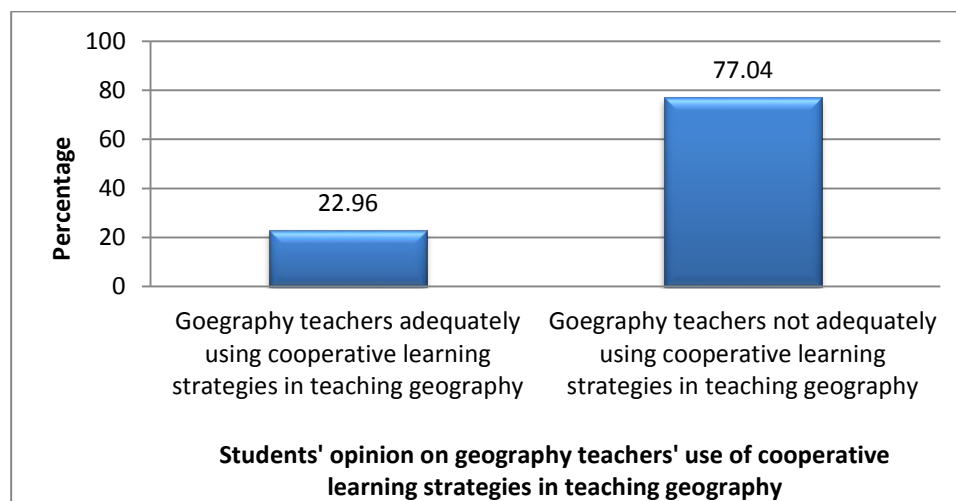


Figure 3: Students' opinion on geography teachers' use of cooperative learning strategies in teaching geography

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Table 4: Students' Opinion on the Cooperative Learning Strategy in facilitating their comprehension of geography

No	Item	High extent	Low extent
		n(%)	n(%)
1	When I work in a cooperative learning group, I am motivated to study geography	489 (91.23%)	47 (9.77%)
2	Working in a cooperative learning group, helps me to comprehend where people live	401 (74.81%)	135 (25.19%)
3	When I work in a cooperative learning group, I understand reasons why people live where they live	409 (76.31%)	127 (23.69%)
4	When I work in a cooperative learning group, I better understand how places and people are interrelated	501 (93.47%)	35 (6.53%)
5	Working in a cooperative learning group helps me to understand the significance of location	398 (74.25%)	138 (25.75%)
6	I better understand the human and physical environment when I work in a cooperative learning group	491 (91.60%)	45 (9.40%)
7	When I am involved in a cooperative learning group, I understand causes and consequences of change.	412 (76.87%)	124 (23.13%)
8	Working in a cooperative learning group helps me to better explain geographical patterns, processes.	393 (73.32%)	143 (26.68%)
9	When I work in cooperative learning groups I understand the relationship between different cultures and people	506 (94.40%)	30 (6.60%)
10	I am able to position locations on maps such as my country, with the help of the cooperative learning strategy my teacher uses	401 (74.81%)	135 (25.19%)
11	The cooperative learning strategy helps me to be able to organize information in geography	378 (70.62%)	158 (29.38%)
12	The cooperative learning strategy helps me to answer geographic information	412 (76.87%)	124 (23.13%)
Multiple Response Set (MRS)		5191 (80.71%)	1341 (19.29%)

Table 4 above demonstrates the students' opinion on cooperative learning strategy aiding to facilitate their comprehension of geography, the following responses were gotten: In the same trend, ninety four point four zero percent(506) accepted that cooperative learning groups help them to understand the relationship between different cultures and people in their study of geography. Another majority of students 93.47% (501) accepted that cooperative learning strategy helps them to understand how places and people are interrelated. This was closely followed by 91.60% (491) students who accepted that cooperative learning strategy helps them to understand human and physical environment. It was also found that, 91.23% (489) reported that cooperative learning strategy motivates them to study geography. The same percentage (76.87%) (412) was found for students who said that cooperative learning strategy helps them to understand causes and consequences of change when working in cooperative learning groups and those who were of the opinion that cooperative learning strategy helps them to answer geographic information.

In addition, it was found from students who took part in the study that, cooperative learning strategy helps them to answer geographic information. This was indicated by 76.87% (412) students. Also, 74.81% (401) students said cooperative learning helped them to comprehend where people live. The same percentage 74.25% (398) of students agreed that, cooperative learning strategy helps them to understand the significance of location and also helps them to better explain geographical patterns

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and processes as they work in the group. In overall, findings showed that a majority of the students 80.71% accepted that cooperative learning strategies helps them to comprehend geography study while 19.29% of them opposed. This overall finding is also presented on the figure below.

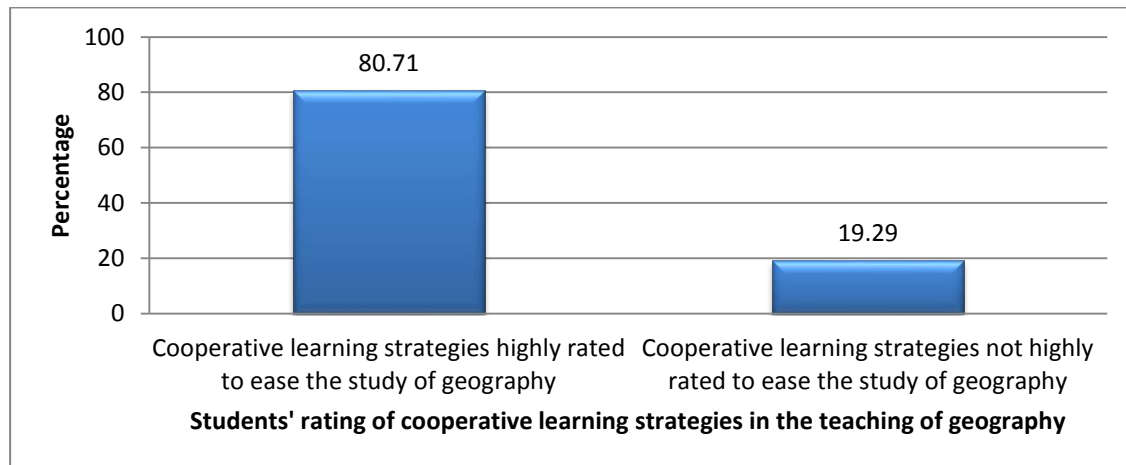


Figure 4: Students' rating of cooperative learning strategies in the facilitating their comprehension of geography

Table 5: Students' Opinion on the Benefits of Cooperative Learning Strategy in their Study of Geography

No	Item	High extent	Low extent
		n(%)	n(%)
1	Working in a cooperative learning group helps me to share my opinion with other students	508 (94.78%)	24 (6.22%)
2	Working in a cooperative learning group gives all of us in the group equal opportunities to learn	401 (74.81%)	135 (25.19%)
3	Working in a cooperative learning group, my problem solving ability is enhanced	521 (97.20%)	15 (3.80%)
4	Working in a cooperative learning group increases my achievement in learning	505 (94.22%)	31 (6.78%)
5	My self-esteem is improved when I work in a cooperative learning group.	435 (81.16%)	101 (19.84%)
6	When I work in a cooperative learning group, I obtain a deeper understanding of the learning materials	491 (91.60%)	45 (9.40%)
7	I use my higher level thinking skill when I am working in a cooperative learning group	467 (87.13%)	69 (12.87%)
8	I am more productive when I work in a cooperative learning group.	490 (91.42%)	46 (9.58%)
9	I learn to respect the opinions of other students when I am working in a cooperative learning group	513 (95.71%)	23 (5.29%)
10	I engage more with others when I am working in a cooperative learning group	508 (94.78%)	28 (6.22%)
11	I am encouraged to create new ideas when working in a cooperative learning group.	412 (76.87%)	124 (23.13%)
12	Through cooperative learning, I am responsible for my learning.	402 (75.00%)	134 (25.00%)
Multiple Response Set (MRS)		5653 (87.89%)	779 (12.11%)

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Table 5 above presents results of students’ opinions on the benefits of cooperative learning strategy in their study of geography, findings show that, a majority of the students believed that, 97.20% (521) cooperative learning enhances their problem solving ability. This was closely followed another majority of 71% (513) who agreed that cooperative learning enables them to respect the opinions of other students. Furthermore, 94.78% (508) students who took part in the study also indicated that cooperative learning helps them to share their opinions with other students while 94.22% (505) were of the opinion that, cooperative learning increases their achievement in learning. To add, a slight difference of 0.18% was noticed between those who of the opinion that cooperative learning helps them to obtain a deeper understanding of the learning materials and those who said that, cooperative learning increases their productivity. This was indicated by 91.60% (491) and 91.42% (490) respectively.

To add, 87.13% (467) students accepted that cooperative learning enables them to use higher level thinking skills. Eighty one point one six percent (435) indicated that cooperative learning improves their self-esteem. Some students indicated that, cooperative learning enables them to be responsible for their learning. This was indicated by 75.00% (402) students while 74.81% (401) accepted that cooperative learning gives them equal opportunities to learn. Overall, findings showed that a majority of the students 87.89% rated cooperative learning as very beneficial in their study and comprehension of geography while 12.11% of the students did not rate cooperative learning as very beneficial to their study and comprehension of geography. This overall finding is also presented on the figure below.

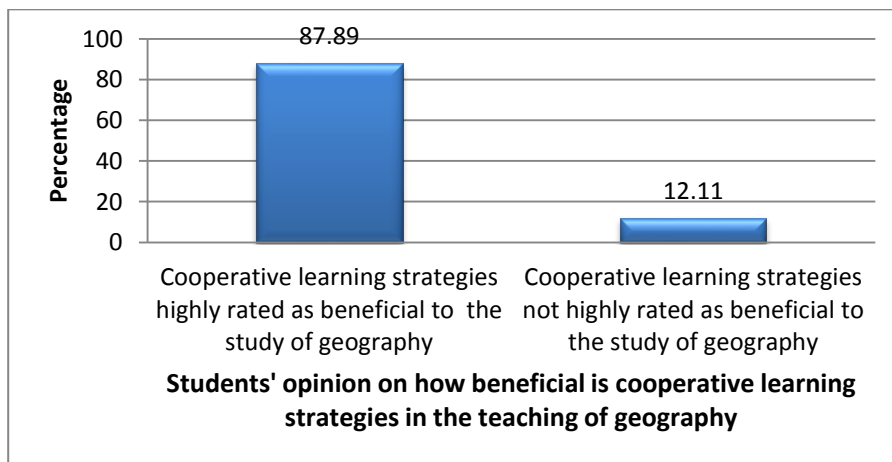


Figure 5: Students' opinion on how beneficial cooperative learning strategies is in their comprehension of geography

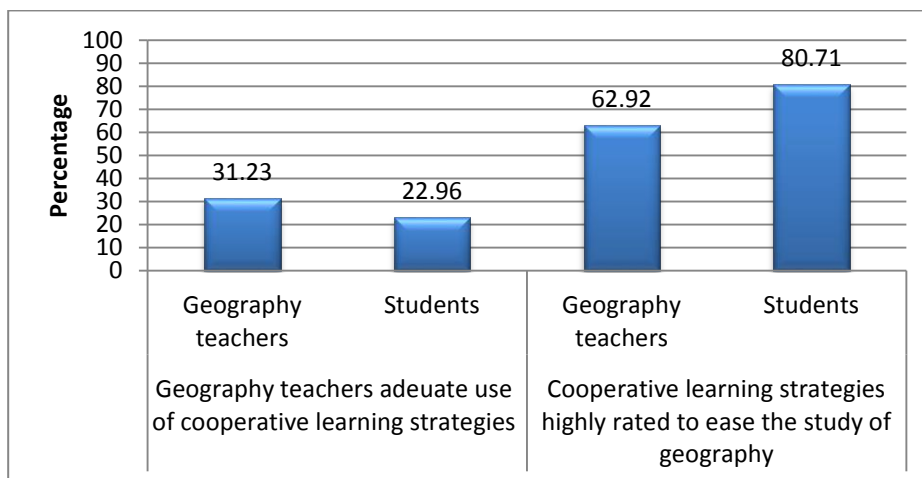


Figure 6: An Overall Presentation of Geography Teachers and Students Opinion on

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Cooperative Learning Strategies

In overall, findings on figure 7 show that only 31.23 of the geography teachers and 22.96% of the students accepted that cooperative learning strategies are adequately used. Majority of the geography teachers 62.92% and students 80.71% highly rated cooperative learning strategies as being capable to ease the study and comprehension of geography.

Conclusion

Teachers and students agreed that, the cooperative learning strategies were scarcely used in teaching geography. However, when they were used, teachers reported the team- game-tournament, jigsaw, learning together, group investigation strategies to be mostly used. This was in line with the study of Gudinge (2018) who reported jigsaw as one of the cooperative learning strategies mostly used by teachers in facilitating lessons. Students however, contradicted the responses from teachers as a majority of the students indicated academic controversy, student teams-achievement division, learning together as most used by their teachers. Although the cooperative learning strategies were hardly used by the teachers to facilitate comprehension of geography in students, it was greatly attested by both teachers and students that, the different cooperative learning strategies could motivate students to study geography, help them to comprehend core concepts in geography such as the interrelationship between people and places, significance of location and broaden their understanding of human and physical environment. Both teachers and students affirmed that, cooperative learning helps students to understand causes and consequences of change, geographical patterns, processes, relationship between different cultures and people and organize information in geography. The use of cooperative learning strategies to help students comprehend geography was rated low by both teachers and students.

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