

Difficulties in Applying the Cooperative Learning Strategy from the Teachers' Point of View

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Abstract:

This study aimed to uncover the difficulties of applying the Cooperative Learning Strategy from the point of view of teachers in the light of three dimensions that are perceived as impediments. These dimensions are related to the education space, the teacher and the student. A questionnaire consisting of 37 items covering the dimensions was used in the study. The study sample consisted of 80 middle-level and secondary-level teachers selected simple random sampling. The descriptive approach was used and the results of the study were analyzed using SPSS. The results of the study revealed that the level of difficulty in applying the Cooperative Learning Strategy was high and that the order of difficulties was as follows: the difficulties related to the organization of the educational space, those related to the student and, finally, those related to the teacher.

Keywords: difficulties; strategy; cooperative learning.

1- Introduction

Everyone agrees that we are currently experiencing the results of the technological revolution in which information has taken a central role for the production of knowledge in society. This revolution has contributed greatly to establishing modern rules and foundations for the educational system, in which cognitive aspects are intermingled with psychological and pedagogical aspects. This purpose of this is not just to activate the basic role of school, but to keep pace with developments and improve the quality of the educational process in it. This has led to radical changes in curricula and teaching strategies. Starting from this point, a number of researchers, psychologists and pedagogics have been exploring ways of developing the educational process. Learning theories and strategies have emerged in various directions, calling for a shift from traditional learning styles to modern strategies that seek to improve learners' educational performance and achievements. Educational and pedagogic researchers are increasingly interested in cooperative learning strategies, which have proved effective in achieving positive learning outcome as cooperative learning strategy allows students to work together to achieve goals that cannot be reached alone, in cooperative classroom students work, discuss and help each other and provide encouragement for the members in the group (khalil, Iseinfan, 2018, 08),

Further Cooperative learning method sponsor student learning and education attainment, Improve student satisfaction with their learning experience and Help students develop skills in verbal statement and Increase students' social skills in addition Enhance student self-esteem (Moges, 2019, 2-3)

This makes the cooperative learning strategy distinct from other traditional teaching strategies by being learner-centered and considering the learner to be the essential focus of the educational process. The learner is viewed as an active agent in analyzing input and producing output through the formation of knowledge networks and interactive relationships that allow them to transmit and receive knowledge from a number of other parties as learning is viewed as a teaching arrangement whereby people work together in order to achieve a common goal,

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which often means solving a problem during this work group members depend each other and the success of the team depends on their ability to cooperate, they must support each other, trust each and respect each other if they want to overcome the difficulties that might hinder them (Barczi,2013,65)

Despite the effectiveness of the cooperative learning strategy and its advantages, many schools are still in the trap of traditional strategies, which are no longer in line with the requirements of the cognitive revolution, nor in keeping with scientific and practical developments in the fields of education. They are also less flexible in meeting the educational, psychological and educational needs of learners. Several studies concerned with implementing the cooperative learning strategy confirmed that. A study by Munzer and Ghazi (2010) cooperative Learning Strategy in public and private schools for the first cycle of basic education (grades one to three). The study sample consisted of 300 male and female teachers. A questionnaire was used as an instrument for data collection. The results of the study revealed that there were difficulties in applying the Cooperative Learning Strategy to an average degree. The highest average of difficulties was that related to the student followed by difficulties related to the school curriculum, and administrative technical difficulties came last.

Gullies & Boyle's study (2010) revealed that aimed to uncover the perceptions of a sample of middle school teachers on the application of the cooperative learning strategy and the most important constraints to application. The study sample consisted of 15 teachers selected from a group of middle schools in the U.S. city of Boston who were applying the cooperative learning strategy in their classes. An interview was used for data collection, and the results of the study showed that the learners' focus on social interaction during the use of cooperative learning, the lack of effective time management, and the difficulties associated with planning the session of cooperative learning were among the most important obstacles to the application of the cooperative learning strategy. This study coincides with the Siegel's (2005) study which followed the investigative method during teachers' implementation of the Cooperative Learning Strategy. The study consisted of five randomly selected teachers from the group of elementary schools in the American city of New York. An interview and class observation were used to collect data. The results of the study indicated that the requirements of the curriculum, the allocated time for each class period, and class management were among the most important difficulties. As for Dawood's study (2001) aimed to reveal the perceptions and knowledge of trainee teachers in Kuwait about cooperative learning. The study sample consisted of 91 trainee teachers selected from the Basic Education College in Kuwait. The study used the following tools in the data collection process: an achievement test, demographic difficulties questionnaire, and an interview. The results of this study indicated that the trends and knowledge of trainee teachers about cooperative learning were positive, and that the main impediments to the use of cooperative learning were the nature of the curriculum used in Kuwait's schools and the lack of time during class periods.

For Basamh's study (2002) as cited in Munzer and Ghazi (2010), which aimed to reveal the trends of female teachers and principals of female private schools in the Saudi city of Jeddah towards the implementation of the Cooperative Learning Strategy. The study consisted of 225 teachers and 30 principals from a female directorate. The study used a questionnaire to collect data. The results of the study indicated that the trends of female teachers and managers towards cooperative learning were positive, and that one of the most important difficulties in implementing the Cooperative Learning Strategy was the lack of time during class periods and the large number of learners per class.

These studies have shown that there are many difficult challenges that hinder the effective implementation of cooperative learning strategies, especially for teachers. In this context of thinking, this paper addresses the following research issue: **What are the**

difficulties in implementing the cooperative learning strategy from the point of view of the teachers⁶

Addressing this issue can help identify the main obstacles to the implementation of the cooperative learning strategy, categorize them according to how much they can hinder the implementation of the cooperative learning strategy, and put forward proposals and recommendations that could help to reduce or overcome those difficulties and make the implementation of the strategy more effective.

Trough what was previously discussed, the procedural terms related to this research paper can be defined as follows:

- The strategy: it is the systemic procedural steps that represent the true reality of what is happening in the classroom while cooperative learning is being implemented
- Cooperative learning: It is a modern educational method that's centered mainly on the student, where learners are divided into small groups in which each learner plays the role of influencing and being influenced in the educational process, and the success of this strategy depends on the positive interaction and cooperation between the students of the same group; using dialogue and discussion to solve a specific educational problem and thus achieving the specified educational goal
- Difficulties in applying the cooperative learning strategy: All the obstacles and factors that prevent the application of the cooperative learning method in the school, which negatively affect the use of this strategy and has a direct relationship with the curriculum, administration, the student and the teacher .

1-1-Research Hypotheses

- Educational regulatory space is an obstacle to the application of the cooperative learning strategy.
- The teacher per se is an obstacle in the application of the cooperative learning strategy.
- The student is an obstacle to the application of the collaborative learning strategy.

1-2- Difficulties in Cooperative Learning

Despite all the trends and theories that emphasize the need to diversify teaching and learning strategies and given the importance and multiple advantages of cooperative learning, it still faces many challenges to its implementation. Some of the most important difficulties are listed below:

- Alkhafaf (2013, p. 179) mentioned some difficulties, such as the learners' poor knowledge of research skills, some learners' dependency on their colleagues, learners' poor social and collaborative skills, overcrowded classrooms, and insufficient time.
- Mustafa (2014, p. 234) also mentioned the lack of maturity of some members of the group, loss of motivation on the part of learners because of a sense of unfairness, and lack of sufficient homogeneity.
- Kaja (2017, p. 80-81) added the lack of school capacity, inadequate chairs and tables for the Cooperative Learning Strategy, chaos during cooperative learning because of the high voice of members, low motivation of the teacher to apply cooperative learning, and less experience of some teachers in managing time during cooperative learning.
- By reviewing the various studies and the related literature, the researcher attempted to compile and classify the various difficulties in the following axes:
 - **The first axis:** It includes difficulties in regulating educational space. This axis is related to the obstacles associated with the educational institution in terms of tools, methods, and curricula. It contains a range of indicators, such as the large number of learners in classes, the difficulty of arranging the classroom to suit the application of the Cooperative Learning

Strategy, the lack of resources and means, the focus of the curriculum on theoretical aspects rather than practical aspects, and the big number of lessons and activities.

- **The second axis:** It includes obstacles related to teachers, which prevent them from using the Cooperative Learning Strategy. These include teachers' habit of using traditional methods, the large number of duties and weekly classes assigned to the teacher, the teachers' poor teaching competencies in dealing with the Cooperative Learning Strategy, and the lack of teachers' awareness of the method of rectifying students in Cooperative Learning.

- **The third axis:** It includes student-related obstacles, such as the fact that students are not convinced that the Cooperative Learning Strategy depends primarily on them, students' clinging to their opinions, students' refusal of their colleagues' pinions, lack of confidence among the group members, and the fear that intelligent students have of obtaining the same mark achieved by their colleagues in the same group.

2- Method and Tools:

2.1– sample:

The questionnaire for this study was applied to a sample selected according to the simple random sampling in accordance with the requirements of the research during the first trimester of the 2020-2021 academic year. 110 questionnaires were distributed to middle and high school teachers in two middle schools and two high schools. 89 questionnaires were recovered and, after initial scrutiny, 09 questionnaires were excluded because they were unfit for analysis.

The final outcome of the sample study is 80 questionnaires. The table (01) is a classification of the members of this sample according to their personal characteristics and educational institutions. The classification is shown in the table (01) the characteristics of the study sample.

- Limitations of the Study:

Spatial Limitations: The current study was conducted in Batna State in two high and two middle schools (Mubarakia Middle School, Altayeb Sahrawi Middle School, Burwal High School, Alzuhoor High School).

Time Limitations: The current study was conducted during the academic year (2020-2021).

Human Limitations: The current study is limited to exploring the perspectives of the teachers of the institutions in question on the difficulties of applying the Cooperative Learning Strategy.

2.2- Procedure

- the method used

The descriptive method is used since it is suitable to the nature of the pre-ordered objectives of this study.

- Statistical Processing Methods

- Iterative distributions and percentages were used to represent the demographic and personal characteristics of the study sample members.
- The mean and standard deviation were calculated as measures of centralization in order to describe some dimensions of study
- The mean and standard deviation were also calculated to examine the teachers' point of view regarding the general trends of the study dimensions.
- The Pearson correlation coefficient was used to determine the internal validity of the instrument. To measure the consistency of the study instrument, alpha-Cronbach coefficient was used

2.3- Measure and variable

- The Construction of the Instrument

The data were collected by means of a questionnaire that measures the difficulties of applying the Cooperative Learning Strategy from the point of view of teachers. This questionnaire was designed in the light of the study's questions and objectives and was based on previous studies and the theoretical framework of the study. The instrument of the study

together with information about the teacher's personal data, such as age, sex, professional experience, educational institution and other positive statements related to the study variables is composed of 37 questions distributed in table(02) “distribution of the instrument axes”.

The instrument was designed according to a five-point Likert scale, with each statement corresponding to a list with the following options "very considerably, considerably, moderately, a little, very little."

Since all statements were designed positively, each of the statements was given a specific weight to be dealt with statistically. As shown in table (03) “option and weight of instrument”

- Psychometric Properties

- Validity:

In order to determine the internal validity of the questionnaire, it was necessary to determine the extent to which the axes of the questionnaire were related to the overall degree of the questionnaire, which reflected the sincerity of the internal validity of the questionnaire. Therefore, the Pearson correlation coefficient was relied upon to calculate the relation between the coefficients of the axes of the questionnaire with the total degree of the axis, which is shown in the table (4) “The internal validity of axes”.

From the table (04), it is clear that all Pearson correlation coefficient values measuring the internal consistency of the axes are positive and statistically significant at the level of (0.01), ranging from (.521) to (.742), which indicates that these statements are consistent with each other and related to the overall degree of the questionnaire. This is an indication that the measurement dimensions represent an honest range of the characteristic to be measured and represented. Doing so, the internal validity of the instrument is completely verified because the instrument is considered valid when it measures what it is designed to measure.

-The Reliability of the Instrument:

The general reliability of the study instrument means that the instrument will yield the same results if re-applied several times in succession and, therefore, reflects the extent to which the results are consistent. In order to verify the reliability of the questionnaire, many methods are relied upon, each with their deficits and characteristics. This study relied on the Cronbach’s alpha coefficient method as it is the most common one, with the aim of testing the reliability of each of the three dimensions separately and the reliability of the questionnaire in general.

The value of the alpha-Cronbach coefficient ranges between 0 and 1. The closer it is to 1, the higher the consistency. The closer it is to 0, the more it shows that there is no consistency. The table (05) “reliability coefficient” shows the consistency of each axis and the instrument in general

Source: Prepared by the researcher based on SPSS.V2000 output

From the table (05) “reliability coefficient”, the overall consistency of the questionnaire is very high (.858).The consistency of all the axes of study range between acceptable and high. The consistency of the first axis is (.602), the second axis is (.804), and the third axis is (.852), which indicate that all the levels of consistency are acceptable. This means that this questionnaire can be relied upon to collect the data for this study and accept its results.

3- Results and Discussion

According to what was mentioned above, the difficulties in applying the Cooperative Learning Strategy can be sorted according to the mean and the standard deviation of each axis in the following table (06)

The table (06) “the ranking of obstacles to the application of the cooperative learning strategy” shows the means and standard deviations of study axes.

The results showed that the overall degree of difficulty in applying the Cooperative Learning Strategy from the point of view of teachers averaged 3.62 with a standard deviation of .603, which means that the degree of difficulty is generally high. The obstacles in applying the Cooperative Learning Strategy are ranked as follows:

- First, difficulties in regulating educational space with a mean of 3,85 and a standard deviation of 0,469
- Second, difficulties related to the learner with a mean of 3,72 and a standard deviation of 0,603.
- Finally, teacher-related difficulties falling within the medium field of the five-point Likert scale with a mean of 3,23 and a standard deviation of 0,860

The results of this study contradicted those of Munzer Ghazi's Study (2010), which reached the conclusion that the difficulties in applying Cooperative Learning were moderate. It showed that student-related difficulties were the most inhibiting to the application Cooperative Learning, and that administrative difficulties came last. On the other hand, the current study showed that the difficulties in applying Cooperative Learning were serious and that the difficulties related to the regulation of educational space came first followed by student-related difficulties and, finally, by those related to the teacher, which were of medium seriousness.

-Statistical Processing of Hypotheses:

In order to study the difficulties of applying the Cooperative Learning Strategy from the point of view of teachers, the difficulties that might impede the application of the Cooperative Learning Strategy had to be divided into three main dimensions: difficulties related to the educational regulatory space, those related to the teacher per se, and those related to the student. To answer whether each of these dimensions inhibits the application of the Cooperative Learning Strategy, it was necessary to calculate both the means and the standard deviations of each dimension, which is illustrated in the this tables (07,08,09)

- **The First Hypothesis: Educational space is an obstacle to the application of the Cooperative Learning Strategy.**

The results of the table (07) "difficulties in regulating educational space" indicate that obstacles to the regulation of educational space were significant with a mean of (3.85) and a standard deviation of (.469). The mean falls within the fourth category of the five-point Likert scale [3.40-4.19], which indicates is considered high. This is mainly due to the high number of class periods and activities in the curriculum (85.1%), the high number of students in the classroom (71.1%) and the insufficient class time (75.1%), while the difficulty of arranging the classroom in accordance to the Cooperative Learning Strategy and the lack of instruments and tools required for the Cooperative Learning Strategy may not be considered a major impediment from the point of view of the sample of the study. Despite varying degrees of choice, most of the statements expressing the obstacles related to educational regulatory space indicate that there are significant constraints in their general form, which negatively affects the application of the Cooperative Learning Strategy.

This finding is in line with Al-Dawood's Study (2001) which shows that the lack of time and effective management are among the most important difficulties that may impede the application of the Cooperative Learning Strategy. This finding is also in line with Basamh's study (2002) as cited in Munzer and Ghazi (2010) that the increase in the number of learners in one class hampers the application of the Cooperative Learning Strategy. However, this finding differed from Siegel and Boyle's study (2005) which stated that the school curriculum significantly hampers the application of the Cooperative Learning Strategy.

- **The Second Hypothesis: The teacher himself is an obstacle to the application of the Cooperative Learning Strategy.**

It is clear from the table (08) "teacher-related difficulties" that the members of the study sample largely agree that a teacher per se does not constitute a major impediment to the application of the Cooperative Learning Strategy with a mean of 3.23 and a standard deviation of (.860). This mean falls within the third or the middle category of the five-point Likert scale [2.60-3.39]. This is mainly due to the large number of weekly sessions assigned to the teacher, as reported by 70% of the sample; the high amount of work the teacher is responsible for which prevents her from preparing for the Cooperative Learning Strategy, as reported by 65% of the sample; in addition to the fact that teachers are used to the traditional teaching

strategies, as reported by 60% of the sample .On the other hand, the statements “the teacher's belief that the application of the Cooperative Learning Strategy reveals the vulnerability of his or her performing skills to the student, the teacher's belief that the lack of training during academic study makes him or her unable to use Cooperative Learning, and the difficulty of maintaining the direction of discussion towards the agreed goal” were not seen as major impediments to the application of the Cooperative Learning Strategy. The general orientation of this axis indicates that there are difficulties on the part of the teacher to an average degree with the majority of responses received between the few and the medium degrees.

- **The Third Hypothesis: The student is an obstacle to the application of the Cooperative Learning Strategy.**

The results of the table (09) “difficulties related to the learner” shows that the students involved in this study generally agree that there are obstacles to the application of the Cooperative Learning Strategy. This is because the students are socially communicating but not in accordance with the provided instructions and goals (% 70.1). Another reason is the student's belief that the Cooperative Learning Strategy does not primarily depend on him/her (68.8%). A final reason is the student's lack of teamwork skills. The table averaged 3.72 with a standard deviation of (.841). It is within the area of [3.40-4.19] which is considered a high degree according to the five-point Likert scale. As a result, it can be said that the student contributes significantly to impeding the application of the Cooperative Learning Strategy, and this finding is consistent with Siegel Boyle’s study (2010).

4- Conclusion

Although Cooperative Learning is one of the modern strategies that seek to develop the academic, educational and psychosocial aspects, the results of this study show that there are many shortcomings and difficulties that impede the application of the Cooperative Learning Strategy from the point of view of teachers, such as the large number of activities in the curriculum, the large number of students in the classroom, and the lack of teachers’ training courses to help the apply the strategy. In the light of what has been said, the study suggests:

- Activating modern teaching strategies to meet the real needs of learners
- Making use of the advantages of collaborative and collective work, especially if the number of learners is appropriate, with the aim of reaching better results in the learning process
- Adapting curricula to modern teaching strategies.
- Focusing on the applied aspect rather than the theoretical aspect when the lesson is presented
- Increasing the number of training and formative courses for teachers
- Organizing Seminars for learners to emphasize the need to apply cooperative learning and to convince them that collaborative learning is important and that it is necessary to provide the suitable conditions for its implementation.

Providing a guide for both the teacher and the students to implement the cooperative learning strategy.

Appendix of Tables and Figures:

Table (01): the classification of the personal characteristics and educational intuitions

		Educational intuition				Total	%
		Altayeb middle school	Mubarakia middle school	Burwal high school	Alwuho or high school		
Gender	Male	5	3	2	6	16	%20
	Female	12	22	14	16	64	%80
Total		17	25	16	22	80	%100
Experience	Less than 05 years	8	9	5	3	25	%31.2
	From 05 to 15 years	7	10	8	17	42	%52.5
	More than 16 years	2	6	3	2	13	%16.2
	Total	17	25	16	22	80	%100
Age	Less than 30 years old	6	8	5	5	24	%30
	From 30 to 40	8	9	8	13	38	%47.5
	More than 40	3	8	3	4	18	%22.5
	Total	17	25	16	22	80	%100

Source: Prepared by the researcher based on SPSS.V2000 output

Table: (02) distribution of the instrument axes:

difficulties in regulating educational space	(11)	[01-11]
the Teachers –related difficulties	(13)	[12-24]
difficulties related to the learner	(13)	[25-37]
Total : 37		

Table : (03) option and weight of the instrument

Options	Weight	Mean Range of
Very considerably	05	[4.25-5]
Considerably	04	[3.40-4.19]
Moderately	03	[2.6-3.39]
A little	02	[1.80-2.59]
Very little	01	[01-1.79]

Table (4): The internal validity of axes

The study axes	Correlation coefficient	Significance level	Significant at
The first axis	.521**	.000	0.01
The second axis	.613**	.000	0.01
The third axis	.742**	.000	0.01

Source: Prepared by the researcher based on SPSS.V2000 output

Table(05) reliability coefficient

Axis of the instrument	Items	Reliability coefficient
The first axis	11	.602
The second axis	13	.804,
The third axis	13	.858,
The general reliability coefficient	37	.861

Source: Prepared by the researcher based on SPSS.V2000 output

Table: (06) the ranking of obstacles to the application of the Cooperative Learning Strategy

Axis	Mean	Standard	Rank	Option
The first axis	3.77	615	01	Considerably
The second axis	3.23	860,	03	Moderately
The third axis	3.72	841	02	Considerably
Difficulties in Applying the Cooperative Learning Strategy	3.62	603	–	Considerably

Source: Prepared by the researcher based on SPSS.V20 output

Table : N7 difficulties in regulating educational space

Question	mean	standard deviation	Rank	The general trend
The large number of students in one classroom	4.14	0.791	2	considerably
Difficulty arranging the classroom to suit the cooperative learning strategy	3.29	1.008	11	Moderately
Lack of tools and means for cooperative learning	3.69	1.207	9	considerably
Lack of financial resources needed for cooperative learning materials	3.62	1.256	10	considerably
Curricula focus on the theoretical rather than the practical side	3.82	1.076	7	considerably
The large number of lessons and activities in the courses	4.32	0.896	1	Extremely Large
Difficulty applying the cooperative education strategy for some subjects	3.74	1.028	8	considerably
Failure to provide training courses for teachers to use cooperative learning	3.90	1.164	4	considerably
Using cooperative learning takes a lot of time and effort	3.89	1.006	5	considerably
Insufficient class time	4.15	1.011	3	considerably
The inconsistency of the curriculum requirements with the objectives of the cooperative learning strategy	3.83	0.999	6	considerably
First: difficulties in regulating educational space	3.85	0.469	–	considerably

Source: Prepared by the researcher based on SPSS.V20 output

Table : N08 teacher-related difficulties

Question	Mean	Standard deviation	Rank	The general trend
The large number of classes for the week assigned to the teacher	4.0	1.10	1	Considerably
The teacher got used to using traditional methods	3.5	1.06	3	Considerably
The teacher is not convinced of the usefulness of cooperative learning	3.0	1.16	9	Moderately
Weak teaching competencies of the teacher that enable him to deal with strategy Cooperative learning	2.94	1.16	10	Moderately
The teacher's belief that implementing a cooperative learning strategy causes chaos within the classroom	3.39	1.22	4	Moderately

The teacher's belief that the application of the cooperative learning strategy prevents controlling the pupils' behavior during the lesson	3.24	1.24	6	Moderately
The teacher's belief that the application of the cooperative learning strategy reveals the weakness of his performance skills in front of the students	2.54	1.19	13	A little
The teacher's belief that not being qualified during the academic study to use cooperative learning makes him ineligible to apply it	2.67	1.25	12	Moderately
The large number of work assigned to the teacher, which hinders him from preparing for the application of cooperative learning	3.84	1.08	2	considerably
Lack of confusion for the teacher to use modern teaching methods	3.21	1.26	7	Moderately
The teacher's lack of awareness of the method of evaluating students in cooperative learning	3.10	1.24	8	Moderately
Difficulty maintaining the direction of the discussion towards the agreed goal	2.92	1.04	11	Moderately
Difficulty teacher management of time during cooperative learning	3.26	1.20	5	Moderately
Second: teacher-related difficulties	3.23	0.860	_	Moderately

Source: Prepared by the researcher based on SPSS.V2 output

Table N (09) : difficulties related to the learner

Question	Mean	standard deviation	Rank	The general Trend
Accustomed pupils to traditional teaching methods	3.64	1.082	6	Considerably
The student is not convinced that the cooperative learning strategy depends on him in the first place	3.85	1.103	3	Considerably
Student feeling shy in front of his colleagues	3.61	1.073	8	Considerably
The inability of the student to interact with the requirements of the cooperative learning strategy	3.42	1.064	9	Considerably
The students do social communication outside during the instructions	3.86	0.951	1	Considerably
Pupil's lack of teamwork skill (cooperative)	3.74	0.896	4	Considerably
The intelligent student's fear of attaining the same point from the average and weak student in his group	3.62	1.151	7	Considerably
Lack of pupil I go responsibility	3.85	0.982	2	Considerably
The student does not accept the ideas of his colleagues in cooperative learning	3.17	1.052	12	Moderately
Lack of trust between members of the same group in cooperative learning	3.26	1.003	13	Moderately
Lack of homogeneity within the cooperative group	3.39	1.037	10	Moderately
Failure of the collaborative group to effectively manage timing	3.72	0.899	5	Considerably
Pupils intolerance to their opinions, which affects	3.39	1.119	11	

the product of their work				Moderately
Third:difficulties related to the learner	3.72	0.841	_	Considerably

Source: Prepared by the researcher based on SPSS.V20 output

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