

# THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

## The Role of Stakeholders' Seniority, Perception and Attitude on the Implementation of Collaborative Learning in Samara University

**Woldeab Daniel Eka**

Lecturer, Department of Professional Education, Samara University, Samara, Ethiopia

**Salih Ahmed Mohammoda**

Lecturer, Department of Professional Education, Samara University, Samara, Ethiopia

**Tesfalem Hagos**

Lecturer, Department of Civics and Ethical Education, Samara University, Samara, Ethiopia

### **Abstract:**

*Collaborative learning involves an acquisition of knowledge and skill through active helping and supporting among status-equals or matched companions. Samara University has started to implement collaborative learning across all colleges and batches four years ago. This study was aimed at investigating the role of stakeholders' seniority, perception and attitude on the implementation of collaborative learning. It was carried out at Samara University from September 2015 to March 2016. The study has taken samples from academic staffs and students by taking their seniority in to considerations. A total of 300 (100 teachers and 200 students) were included in the study considering their seniority and the where colleges they were hired and enrolled. The linear regressions were computed to see the effect of seniority, perception and attitude on implementation of collaborative learning. The result has pointed out that though seniority of students had nothing to do with implementation of collaborative learning, teachers' seniority was affecting it significantly. Besides this, stakeholders' perception and attitude towards collaborative learning were found to be significantly affecting implementation of collaborative learning at ( $p < 0.05$ ). The Pearson product moment correlation done for variables has also indicated that the correlation between attitude of students and teachers with implementation of collaborative learning was found to be ( $r=0.337, p < 0.01$ ), that of their perception ( $r=0.250, p < 0.01$ ) and teachers' seniority was ( $r=0.232, p < 0.01$ ); all found to be positively significantly correlated to implementation of collaborative learning, whereas, students' seniority was failed to do so. In conclusion, positive attitude of both stakeholders as well as their positive perception and seniority of teachers were found to be predictors of proper implementation of collaborative learning, whereas, students' seniority was found to be hindering factor of it.*

**Keywords:** seniority, perception, attitude, implementation of collaborative learning

### **1. Introduction**

#### *1.1. Background of the Study*

Collaborative learning involves an acquisition of knowledge and skill through active helping and supporting among status-equals or matched companions. It is composed of similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing (Topping, 2005).

Besides its role in improving achievement and minimizing attrition rate, collaborative learning also has more to do with development of the spirit of collaboration among students. Felder and Bent (1994) have indicated that the cooperative learning technique had the desired effect of changing students' work ethic.

Though there is no rule of thumb to form groups and composition of groups for collaborative setting, it is highly recommended to use mixed-ability grouping; that is grouping students' based on their ability, whereby each group is composed of students of three ability levels. Hajra (nd) has underlined that cooperative learning involves students working in groups, usually mixed ability groups where students complete the group task, which requires group interdependence and assessments are individually and group determined.

The perception of individuals as a member of the group or as an individual affects implementation as well as the fruitfulness of program greatly. Sedhu, Choy & Lee (2015) have come up with the research finding which had yielded that students who had perceived that collaborative learning tended to help them reflect on the content and context of the tasks they had had to carry out were also perceived that as the program increasing their confidence and motivation to communicate with their peers in a second language as well as completing their tasks at higher rates.

In our institution, when new ways of doing things, work styles, techniques and orders are launched as well as tasks are assigned accordingly by concerned bodies, it has been largely observed that some senior teachers are more reluctant when compared to more

responsive newly hired staffs. We could observe this when BPR, BSC and caisson-philosophy were launched at different times as different tools and means but with the same ultimate goal; that is maximizing productivity. Hence, we think that staff’s seniority has something to do with responsiveness to tasks assigned by their immediate bosses and thereby and implementation of certain program. In his very concept of the *zone of proximal development*, Vygotsky has underlined the importance of cooperative learning as a key issue. This can be interred from his definition of the phrase zone of proximal development as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978). This indicates that in the attainment of the gaps; in his language ‘zone’, collaboration is a key pillar.

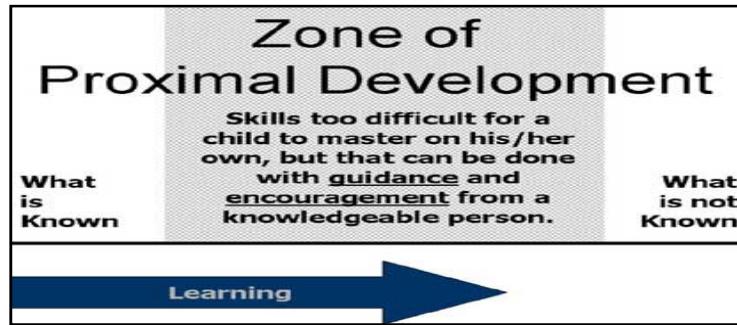


Figure 1: the concept zone of proximal development

Hence, this study is aimed at investigating the role of stakeholders’ seniority, perception and attitude on the implementation of collaborative learning in Samara University.

1.2. Statement of the Problem

Mere implementation of certain program does not guarantee its success. It is obvious that the success of a program is seen from the perspectives of inputs, process, output as well as outcome. In 2016, our university is found in its fourth year of implementing collaborative learning. Through there are some promising results in some departments in the areas of students’ cohesiveness, achievement and understanding the very concept of peer learning, monthly reports from department as well as researchers’ observation indicates that yet there are long ways to go in order to attain the desired results of the program.

The research results on the effect of collaborative learning had revealed contradictory results. The finding by McLeish (2009) had pointed out that the effect of collaborative learning on students’ score is positive; i.e. when students in non-collaborative classroom score an average of 50%, the group that was involved in the study of cooperative learning have gained an average of 72% and 78% on the first and second tests respectively. Nevertheless, the one by Bekalu, Woldeab and Mulugeta (2014) have indicated that peer learning was not significantly affecting students’ achievement.

Conceptual framework of the factors affecting implementation of collaborative learning

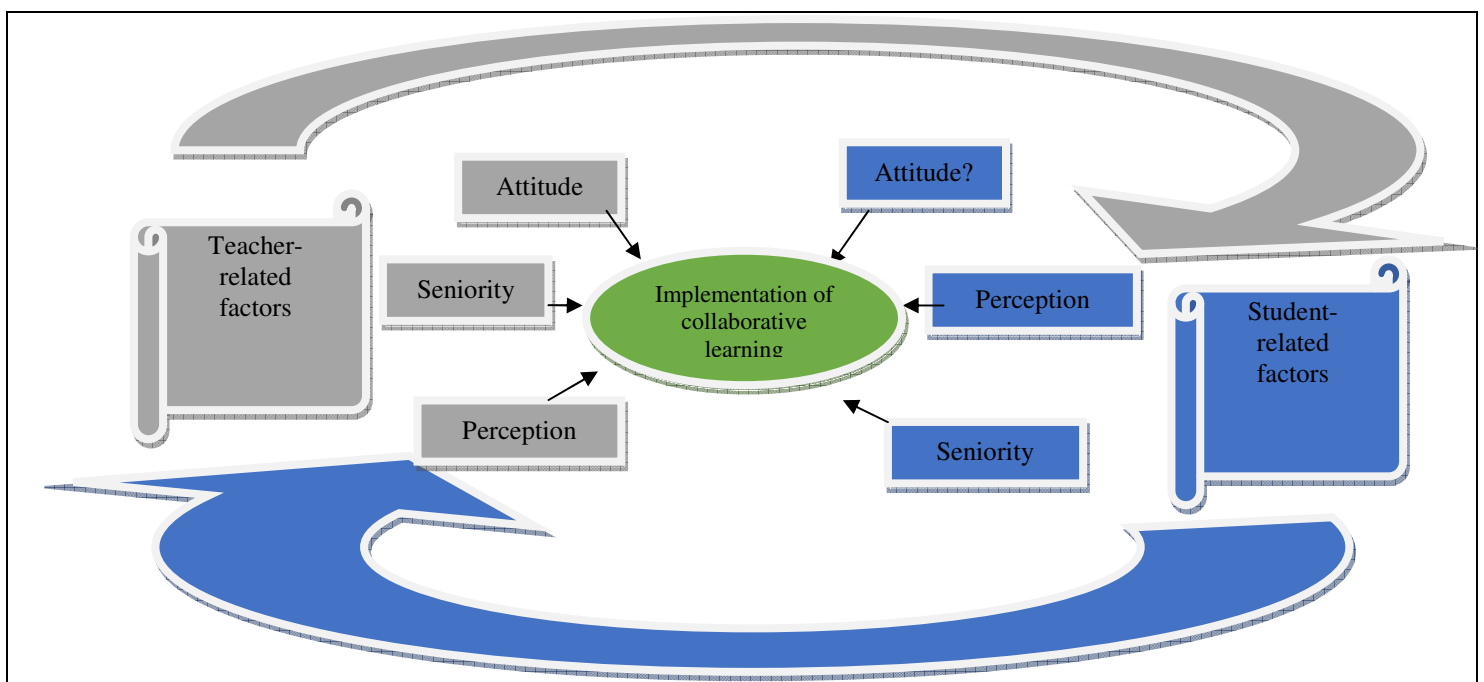


Figure 2: conceptual framework

We strongly argue that perception of the very concept of collaborative learning has a meaning full impact on its implementation. It is common to hear that collaborative learning is perceived as a political tool. In line with this, Ahmad, Bakar, Hussin, Shahbodin and Razali (2014) have indicated that students in collaborative classroom setting have wrongly perceived as a means to give equal marks to all group members and had revealed their feeling that it was unfair for all members to get the same marks, hence, lecturers should award marks based only on the student's contribution.

Individuals' attitude towards phenomena has great to do with how, to what extent and with what degree of the sense of ownership he/she carries out activities. Almost all activities we perform and situations we engage are reflections of our attitudes. Stressing this, Brehm and Kassim, (1990) have pointed out that attitudes predispose people to behave in a particular manner toward an object and phenomena. Hence, we have set the following leading questions

- Do teachers' and students' perception of collaborative learning significantly affect their implementation of the program?
- Do teachers' and students' attitude towards collaborative learning significantly affect their implementation of the program?
- Do teachers' and students' seniority significantly affect their implementation of collaborative learning?
- What should be done to properly implement collaborative learning in Samara university?

### 1.3. Objectives of the Study

Generally, this study involved investigating the role of stakeholders' seniority, perception and attitude on the implementation of collaborative learning in Samara University.

Whereas, specific objectives revolve around:

- Finding out whether teachers' and students' perception collaborative learning significantly affect their implementation of the program.
- Stating whether teachers' and students' attitude towards collaborative learning significantly affect their implementation of the program.
- Describing whether teachers' and students' seniority significantly affect their implementation of collaborative learning.
- To point out possible ways of overcoming factors affecting harmonious implementation of collaborative learning in Samara university.

### 1.4. Scope of the Study

This research work was planned to be conducted at Samara University main campus. It has encompassed investigating the role of teachers and students' seniority, perception and attitude on the implementation of collaborative learning.

### 1.5. Expected Outcomes of the Study

As it has been underlined that of stakeholders' seniority, perception and attitude have impact on the implementation of any program, illuminating the extent of its impact is believed to have meaningful contribution through:

- Giving clue to the university in general and peer-learning and integration center in particular in which area to work with in order to assure harmonious implementation of collaborative learning.
- Assuring learning of all students in the classroom through harmonious implementation of 1:5 teams in classrooms.
- Depending on the finding, stakeholders can work towards minimization of attrition rate and ultimately, enhancement of students' achievement through eradication of hindering factors.
- Pointing out how teachers have to look towards themselves, how to eradicate limitations related to disobedience, irresponsiveness, sense of belongingness...etc.
- Showing policy makers clear direction about where to emphasize in order to promote stakeholders' obedience to institutional orders.
- Revealing important starting point where interested researchers on the area to conduct further study.
- Through proper implementation of the result of this study, our university will go one step towards assuring quality of education through minimizing perception gap.

### 1.6. Definition of Terms

- Stakeholders: - include students and teachers who are applying and expected to apply collaborative learning in samara university.
- Students: - include only regular students from year 1 to 6.

## 2. Literature Review

### 2.1. Cooperative Learning

#### 2.1.1. What is Cooperative Learning?

By its concern both academic and social issues of students, cooperative learning has attracted much attention of scholars over the past three decades (Gillies & Boyle, 2010). The phrase "cooperative learning" is defined differently by different scholars. Cooperatively Dillenbourg's cited in Muuro, Wagacha, Kihoro, & Oboko, (2014) defined collaborative learning as a situation in which two or more

people learn or attempt to learn something together. The situation is termed *collaborative* if peers are more or less at the same level, can perform the same actions, have a common goal and work together. In the pedagogy of teaching, teachers are encouraged to assign group work that gives students the freedom to learn from one another.

Cooperative learning is an apprentice-centered, lecturer-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. Panitz offers a similar definition; he walks off on to add that the teacher maintains control of the learning environment, designs learning activities, structures work teams, and, in his view, does not empower students. Kagan (1989) donates that in cooperative learning the teacher designs the social interaction structures as well as learning activities. Johnson, Johnson and Holubec (1993) affirm that in cooperative learning students can maximize their own and each other's learning when they work together. Slavin (1996) argues that a critical element of cooperative learning is group team work and team goals.

*Basically*, incorporation of cooperative learning into educational programs was started in content areas such as social studies, science, and mathematics. Later on, after these innovative methods proved to be effective through researches, the researchers in the field of language teaching and learning turned their attention to this approach. It is a teaching approach in which learners of diverse abilities, talents and backgrounds work together in small groups to attain a common goal. Here, learning is dependent on the socially structured exchange of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen and Kagan, 1992:8, as cited in Farzaneh & Nejadansari (nd).

### 2.1.2. The Theoretical base of Collaborative Learning: Social Constructivism

The main theory that underpins cooperative learning refers to social constructivism advanced by Lev Semyonovich Vygotsky (1896-1934). He considered that the roles of culture and society, language, and interaction are important in understanding how humans learn. Vygotsky assumed that knowledge is cultural; he took a socio-cultural approach in his study with children. This approach can be briefly described as "cooperative" and "cultural." Vygotsky asserted that the development of individuals, including their thoughts, languages, and reasoning processes, is a result of culture. These abilities are developed through social interactions with others (especially parents and teachers); therefore, they represent the shared knowledge of a given culture.

Vygotsky studied the growth of children from their environment and through their interaction with others, he found that what are given and what happens in the social environment (e.g., dialogues, actions, and activities), help children learn, develop, and grow.

#### 2.1.2.1. Zone of Proximal Development

One of the most important theories of Vygotsky involves the "zone of proximal development." He proposed that children, in any given domain, have actual developmental levels, which can be assessed by testing them individually. He further contended that there is an immediate potential for development within each domain. The difference between the two is called the zone of proximal development. It is suggested that the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. This implies the idea that tasks, which are too difficult for children to master alone, can be learned with guidance and assistance from adults, more-skilled children, or more knowledgeable others. The zone of proximal development captures the child's cognitive skills that are in the process of maturing, and these skills can only be honed with the assistance of more-skilled persons (Tudge, 1992). Vygotsky explained that the upper limit in the zone of proximal development cannot become fruits without social interactive support from peers and teachers.

Vygotsky suggested that if in the course of study, one can be assisted by more skilled persons, such as peers and teachers, his/her support level is changed. Also, as his/her peers and teachers adjust their support towards his/her guidance needs, he/she may advance in terms of his/her zone of proximal development. The process of adjusting the support is called scaffolding. Scaffolding refers to the assistance given to students in completing tasks that they cannot complete by themselves. Examples of effective scaffolding can be found in Constructivist Learning and Teaching in the theories of this site.

In Vygotsky's social constructivism, social interaction is an essential mode in which children learn knowledge available in their culture without needing to reinvent it by them. Parents, adults, caregivers, teachers, and peers play important roles in the process of appropriation in children's learning. Teachers and adults give direction and instructions, comments, and feedback to students. These are not passively received by students because they also communicate with teachers, conveying them their problems or their answers in an interactive manner. Children also use conversations in working with their peers in handling exercises, projects, and problems. In this way, they exchange ideas and receive information, thereby generating understanding and developing knowledge.

This route of learning is considered as important because knowledge itself is developed through history, and it should go through appropriation in a social environment. Learning is achieved through the process of development; hence, learners should be active participants in the process of learning. Activity is important in learning; it is also a key concept in socio-cultural theories that explain the importance of doing. By engaging in meaningful activities, learners interact with peers and more knowledgeable people. Through interaction, children develop dialogues within the structure of activities; as a result, learning and development occurs. To Vygotsky, language plays an important role in learning.

### 2.1.3. Tips of Cooperative Learning in Classrooms

Gillies & Boyle (2010) have seen an importance of cooperative learning from different angles. As they actively interact in the classrooms, students learn to interrogate issues, share ideas, clarify differences, and construct new understandings (Mercer, Wegerif, &

Dawes, 1999; Webb & Mastergeorge, 2003). As they work in group, they learn to use language to explain new experiences and realities which, in turn, help them to construct new ways of thinking and feeling (Barnes, 1969; Mercer, 1996) (cited in Gillies & Boyle, 2010). Students' collaboration in science, mathematics, engineering and technology related lessons have proved to give all students a better sense of how scientists and engineers work. In world of work, scientists and engineers work mostly in groups and less often as isolated investigators. Cooperation in science, mathematics, engineering and technology courses and programs may offer benefits apart from promoting an understanding of how scientists and engineers work. The American Association for the Advancement of Science have suggested that overemphasis on competition among students for high grades distorts what ought to be the prime motive for studying science; that is to find things out. Competition among students in the science classroom may result in hatred of science and losing their confidence in their ability to learn science. It was also underlined that purely competitive classroom environments have kept women and those with special needs away from equally participating in science, mathematics, engineering and technology (Minorities in Science, 1992; Seymour, 1992, 1995; Seymour & Hewitt, 1997; Tobias, 1990) (Springer, Stanne & Donovan 1999).

cooperative work also pave students the way to show increased participation in group discussions, demonstrate a more sophisticated level of discourse, incur fewer interruptions and provide more intellectually valuable contributions. Moreover, they have pointed out that by working cooperatively, students develop an understanding of the unanimity of purpose of the group and the need to help and support each other's learning which, in turn, motivates them to provide information, prompts, reminders, and encouragement to others' requests for help or perceived need for help (Gillies, 2003a; Gillies & Ashman, 1998) (cited in Gillies & Boyle, 2010).

More importantly, collaborative learning aims at learner-centered learning and claims to increase the level of understanding and reasoning, develop critical thinking, and increase the accuracy of long – term retention (Koppenhaver & Shrader, 2003). Among so many fruits of collaborative works in the classrooms, Johnson, Johnson, and Stanne (2000) have proved that cooperative learning must be absorbed in the mainstream of educational practice because it is a theoretically-based approach which appeared highly effective in enhancing student learning and improving social relations compared to other non-cooperative instructional methods. Further, it has been indicated that active participation in the learning experience will result in an improvement in academic performance (Panitz, 1996) cited in (Farzaneh & Nejadansari, nd).

## 2.2. Attitude

### 2.2.1. The Nature of Attitude

An attitude involves an evaluation of an object with some degree of positivity or negativity. An online medical dictionary defines it as organismic state of readiness to respond in a characteristic way to a stimulus (as an object, concept, or situation). It also is defined as predispositions which have developed through long and complex process Eyo, Joshua, & Esuong (2010). Anasasi, as cited in Eyo, Joshua, & Esuong (2010) defined attitude as a tendency to react favorably or unfavorably towards a designed class of stimuli. In the opinion of Bain, as cited in Attitude: psychology (2011), an attitude is a relatively stable overt behavior of a person which affects his status. McMillan, as cited in Bedel (2008), attitudes are mental predispositions or tendencies to respond positively or negatively toward a certain thing, such as persons, events, or attitude objects. Fabrigar, Donald, & Wegener, cited in Bedel, (2008: 32) the common to most of the various definitions of attitudes is that attitudes reflect evaluations of objects on a dimension ranging from positive to negative. People possess various degrees of attitude towards phenomena, which may encompass that of simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Judgments based upon insufficient facts are likely to yield wrong results and, thereby, develop biased attitudes towards people or phenomena ("Attitude", 2011).

#### 2.2.1.1. What Composes Attitude?

Scholars have different answers for the question "what elements compose attitude?". The first is group of scholar's state that attitude is a combination of affective, behavioral and cognitive reaction to an object (Breckler, Katz & Stotland; Rajecki). Here attitudes are, in part an affective reaction that is, having attitude about something means evaluating it favorably, unfavorably or with mixed emotions. Again attitudes, partly, are viewed as having behavioral component, in that they predispose people to behave in a particular manner toward an object. Still attitudes have a strong cognitive component; that is how you feel about an object depends partly on your beliefs about that object (cited in Brehm and Kassim, 1990: 438-439).

The second category views attitude as a result of evaluative activity. This group of social psychologists underline that due to lack of consistency in our feelings, thoughts and behaviors towards an object, our feelings not necessarily determines our actions (Fishbein & Ajzen, Oskamp, Petty, and Cacioppo cited in Brehm and Kassim (1990) For this group, attitude is a position or evaluation at some level of intensity, toward an object. It is a matter of heart expressed by people using words as like/dislike, love/hate, admire and detest. Our attitude has power to direct our behavior. Azjen and Fishbein (1980) in their "theory of reasoned action" have stated that behavior is a function of an intention to carry out the particular behavior relevant to an attitudinal object. They have found that though there are subjective norms and behavioral intentions to be considered, attitudes led to behavior in areas as voting, political and family planning behaviors up on their participants. Supporting this, Kahle and Berman (1979) after assessing the attitudes and behavior relating to four issues such as Carter's and Ford's presidential candidacy, religion and drinking, had found that attitudes were shown to be the cause of behavior in each of four issues (cited in Feldman, 1985).

### 2.2.2. Development of Attitude

Different vies have been raised about how our attitude does develop. However, in this study, we have tried to specify the roles played by Environment, Experience and Education.

Education: -educational level of an individual has been found to play a great role in determining his/her attitude (Gonzales, 2011) and (Stranger, 2010)

Environment: -studies state that our attitude begins early at our home. As we grow mature, we take many inputs from our surrounding environments that shape our attitude. Parents are the first teachers to raise their kids well. It is in our home where we train good thoughts and good deeds. Environmental influences contribute to the development of both positive and negative attitudes on an individual. These factors include influence of families, friends, and co-workers as well as cultural, religions, social and political factors (Stranger, 2010).

Experience: - as we learn to deal with inter-personal and inter-group relationship to different types of people through the guidance by our parents and trainings at the very beginning in our home, attitudes emanate from not merely positive but from negative experience we encounter. Thus, our experiences affect and are affected by our attitude (Gonzales, 2011).

### 2.3. Perception

#### 2.3.1. Nature and Effects of Perception

Perception involves the organization, identification, and interpretation of sensory information in order to represent and understand the environment. It is not the passive receipt of signals in the nervous system but is something which greatly shaped by learning, memory, expectation, and attention. Perception is not an easy activity, rather is a result of complex functions of the nervous system, but subjectively seems mostly effortless because this processing happens outside conscious awareness.

Generally, perception can be split into two processes. Firstly, processing sensory input, which transforms this low-level information to higher-level information. Secondly, processing which is connected with a person's concepts and expectations (knowledge) and attention that influence perception.

#### 2.3.2. Why do We Perceive?

Scholars tended to take different directions regarding the purpose of perception. Many philosophers, such as Jerry Fodor, write that the purpose of perception is knowledge, but evolutionary psychologists hold that its primary purpose is to guide action. For example, they say, depth perception seems to have evolved not to help us know the distances to other objects but rather to help us move around in space. These groups state that animals from fiddler crabs to humans use eyesight for collision avoidance, suggesting that vision is basically for directing action, not providing knowledge.

Perception is usually understood as adaptations. As to some scientists, depth perception consists of processing over half a dozen visual cues, each of which is based on a regularity of the physical world. Vision evolved to respond to the narrow range of electromagnetic energy that is plentiful and that does not pass through objects. Sound waves provide useful information about the sources of and distances to objects, with larger animals making and hearing lower-frequency sounds and smaller animals making and hearing higher-frequency sounds. Taste and smell respond to chemicals in the environment that were significant for fitness in the environment of evolutionary adaptedness. The sense of touch is actually many senses, including pressure, heat, cold, tickle, and pain. Pain, while unpleasant, is adaptive. An important adaptation for senses is range shifting, by which the organism becomes temporarily more or less sensitive to sensation. For example, one's eyes automatically adjust to dim or bright ambient light. Sensory abilities of different organisms often coevolve, as is the case with the hearing of echolocating bats and that of the moths that have evolved to respond to the sounds that the bats make (Perception, 2016).

Kozlowski and Hulst cited Yoo, Huang & Lee (nd) has shown that employees' produce a positive response towards new technology when an organization focuses on updating technology. The positive organizational climate created by an organization's efforts to update technology can influence employees' willingness to accept the new technology systems because through the changing of willingness itself is a result of change in perception.

### 2.4. Seniority

Seniority is the length of time that an individual has served in a job or worked for an organization (Susan, 2016). It involves a person or group of people taking precedence over another person or group because the former is either older than the latter or has occupied a particular position longer than the latter. It can exist between parents and children and may be present in other common relationships like elder-younger difference or between workers and their managers. For instance, an accountant who has served 7 years' inn bank can give orders to the one who two or three years his junior. The question is if persons of senior rank have less length of service than their subordinates, who will possess the title senior? The answer is both can be said senior. Seniority: (2009).

The value of seniority in organizations is paramount. In many organizations, almost all employment decisions are made based on seniority. Moreover, it is a factor that may be considered by employers when making employment decisions (though does not guarantee it). If a job is eliminated or a layoff required, senior employees have **bumping rights** and may be reassigned to take over the jobs of younger and newer employees when the senior employee's job is eliminated (Susan, 2016).

In military, even if the senior and junior persons overtake the same position and rank, experience proves the seniority of the senior one than another one of at the same hierarchy in the organization. Employees with more seniority may enjoy more work privileges. For instance,

- It can bring higher status, rank, or precedence to an employee who has served an organization for a longer period of time. Seniority usually means that the employee earns more money than others doing similar work (Susan, 2016).
- Shift work at more favourable times

- Work that is deemed easier or more pleasurable
- Working hours at a more convenient time (convenience being relative to the employee)
- Assignment to work, when a work reduction, or a reduction in available work hours results in layoffs (Seniority, 2009). <https://en.wikipedia.org/wiki/Seniority>

However, many writers tended to underlined that employees' seniority has negative influence on the success of organizations. It has been indicated that many elected officials are viewed as retaining their position only because they have been there for many years, which can reflect voter stagnancy and the benefits of incumbency. Sometimes, long years of incumbency can also be superficially seen as a sign of the person's ability to continue pleasing voters or the use of seniority to deliver benefits to constituents.

### 2.5. Relationship between Employees' Attitude, Perception and Job Performance

One of the characteristics of attitude is its direction, which is a way an individual views a phenomenon, object, person ...etc. There are always two different extreme directions of attitude taking various names i.e. favor/disfavor, like/dislike, prefer/not prefer, agree/disagree...etc. These extremes range from perfect positive attitude in one side to perfect negative on the other. In between, there are different degrees of attitude which are less strong than either side. Thus, attitudes can vary in strength along these positive and negative dimensions (Brehm, Kassim, & Fein, 2002). These varying degrees of strengths of attitude in positive-negative continuum are called intensity. Our positive attitude towards phenomena makes us to like, do, prefer, favor, appear successful, perform well and vice versa.

Various researchers have carried out extensive investigations on the attitude-performance relationships and many of them have found that work performance is a function of attitudes. Moreover, employees attitude was found to be a main predictor of motivation and identification with the job or organization (Miradipta & Susanty, 2013).

Employees reluctance and silence in organization results from many factors. Sometimes employees decide whether to raise strategic issues with top management by reading the context for clues concerning "context favorability". During the discussion over issues, they tend to either forward an idea that they think can please their bosses or kept silent. (Ashford, Rothbard, Piderit, & Dutton, 1998; Dutton, Ashford, O'Neill, Hayes, & Wierba, 1997; Dutton, Ashford, Lawrence, & Miner-Rubino, 2002). The desired here means the one where top management and majority are perceived to be willing to listen, the culture is seen as generally supportive, and there is relatively little uncertainty or fear of negative consequences. Other factors that have been found to affect perceived context favorability, and hence willingness to engage in issue selling, are perceived organizational support, norms, and the quality of one's relationship with senior management (Ashford et al., 1998). They may choose to remain silent about issues if they conclude that the context is unfavorable, which results jointly from their perception and attitude towards it.

Yoo, Huang & Lee (nd), after their investigation of employee's perception of organizational climate on their technology acceptance toward e-learning, have found that the human factors, particularly, attitude and perception were found to be the critical factors determining not only success in implementing e-learning but also the effectiveness of e-learning itself.

As to Argyris (1977) noted that there are powerful norms and defensive routines within organizations that often prevent employees from saying what they know. There are times when employees use silence and reluctance as a manifestation of their hatred towards some phenomena. Besides this, reluctance may also be an optional reaction when organizations are intolerant of criticism and dissent, and that employees may withhold information in order to outshine themselves or create conflict (Redding, 1985).

To accept and comprehend new ideas and innovations, to agree with it, to utilize it and to be benefited from it, positive attitude towards that issue is essential. Attitude is important to understand and predict how people react to an object or change and how their behavior is influenced Fishbein & Ajzen (1975) (cited in Bucci, 2003). Positive attitude is also viewed as the seed out of which positive traits, which are essential for success, sprout forth (Sadhuji, 2008).

Employees perception of phenomena and his/her attitude towards activities in organization greatly affect his/her degree of engagement in a particular area. As an individual's perception of climate influence their reactions against it, it seems natural to assume that the organizational climate can be an important antecedent to their acceptance towards technology. Here, the works done by attitude and perception of employee have to be give high attention because it is believed that as employees realize that organizations put forth a substantial amount of effort to implement a technology, they tend to create climate which influences employees' behaviors by altering their attitudes and perceptions within the organization (Hofmann & Stetzer, 1996) (all cited Yoo, Huang & Lee, nd).

## 3. Research Plan and Methodology

This unit deals with design and participants of the study, variables treated in the study, nature of data gathering tools, and procedure of data collection as well as data analysis techniques.

### 3.1. Design of the Study

This research was aimed at investigating the role of stakeholders' seniority, perception and attitude on the implementation of collaborative learning in Samara University. Since, it relied on both qualitative and quantitative data; it has involved a mixed type (Jack, Norman & Helen, 2012).

### 3.2. Study Area

This study was limited to Samara University; Ethiopia, found in Afar regional state. The region is geographically located in north eastern part of Ethiopia. Samara University is one of the second-generation universities in Ethiopia and was established in 2006 and

had enrolled its first regular students in 2007. Currently, it is enrolling about 6, 000 students in summer, extension and regular programs.

### 3.3. Population, Sample and Sampling Techniques

The target populations of this study were teachers employed and students enrolled at the university at the time when this study is conducted. The study was delimited to regular students because dependent variable of this study; collaborative learning is least likely to be found in other forms of enrollment programs. In February 2016, when this study was conducted, there were 7 colleges in the university. Using comprehensive sampling, samples were taken from all colleges in order to get as valid data as possible. According to the data we collected from human resource management office and registrar director offices respectively in 2016, the population was 777 teachers (including expatriates) and 4267 (2845 males and 1422 females) students respectively. We found that it is reasonable to exclude 31 expatriate teachers in the sample frame because manuals of peer learning and integration office are not yet translated in to English and this could have caused some variation in implementation of collaborative learning. Consequently, our population encompasses 746 teachers and aforementioned number of students.

College	First year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			4 <sup>th</sup> year			5 <sup>th</sup> year		
	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
CBE	136	72	208	61	47	108	199	74	273	-	-	-	-	-	-
CNCS	49	94	143	65	20	85	45	84	129	26	7	33	-	-	-
CSSH	164	130	294	132	50	182	217	167	384	16	8	24	-	-	-
CDA	71	46	117	57	34	91	131	59	190	-	-	-	-	-	-
CET	420	119	539	174	85	259	353	97	450	122	44	166	17	6	23
CMHS	67	52	119	60	38	98	76	28	104	73	36	109	-	-	-
CVM	27	5	32	18	2	20	25	5	30	26	4	30	18	9	27
Total			1452			843			1560			362			50

Table 1: population and sampling

Source: Registrar office of Samara University, March 2016

College	Population					
	Study leave			On duty		
	Male	Female	Total	Male	Female	Total
CMHS	20	2	22	63	3	66
CET	51	8	59	88	1	89
CVM	6	2	8	20	2	22
CDA	33	4	37	65	3	68
CSSH	42	1	43	143	3	146
CNCS	19	-	19	100	-	100
CBE	11	-	11	54	1	55
Total	182	17	199	533	14	547

Table 2: Academic staff statistics

Source: HRM, Samara University, March, 2016

To determine the sample size, we used the formula developed by Cochran (1963) cited in Israel (2009) and suggested to be applied for large population as:

$$no = \frac{Z^2 pq}{e^2}$$

where,

- ✓ no = sample size
- ✓ Z = abscissa of normal curve that cuts off an area at tails (it found in statistical tables which contain area under normal curve
- ✓ e = desired level of precision
- ✓ p = estimated proportion of an attribute that is present in the population
- ✓ q = 1-p

In this research, the desired confidence level is 95%, and of precision is = 5%, the assumed level of variability was 0.5 (maximum variability), that is, we assume that 50 % of stakeholders implement collaborative learning well and the rest 50 % are assumed not implement it. The table value of Z is 1.96.

The two groups of population in summed as 5013 and the recommended sample size for this amount of population is 370.

We found that the teachers' role in implementation of collaborative learning sounding more than students. Thus, we devoted a third of the specified number of samples to teachers. Accordingly, 124 teachers and 246 students were included in our study.



Hence, after determining the size, and classifying the total sample between teachers and students, we have proportionally classified our samples based on their seniority in the university students' seniority was based on their batch while teacher's seniority was determined by clustering them as those who served from 1-2 years, 3-4 years, 5-6 years...and so on (see appendix-I). From the total distributed questionnaires, 52 were rejected for missing one or two of the variables while filling carelessly, whereas 18 were rejected after inserting in SPSS software as outliers. Hence, an entire analysis was made for 300 (100 teachers and 200 students) respondents.

### 3.4. Instrumentation

Data gathering tools: -data needed for this study was gathered through questionnaire and of open ended and closed ended types, that is, variables in this study such as seniority, attitude and perception of collaborative learning, as well as implementation was gathered through questionnaire. All items were developed by the researchers.

Items in the questionnaire were composed of both closed-ended and open-ended types. Pilot test was conducted to check the reliability of items and all unreliable items was discarded, while all those appeared less reliable was modified to affordable degree.

#### 3.4.1. Phases and Procedures of Data Collection

Procedures: - Questionnaire was administered face to face to give all necessary clarification on items.

Phases: - we expect all data to be gathered at once, with expected little delay in time as a result of factors related to arrangement of classes for administration of questionnaire.

### 3.5. Methods of Data Analysis

To test reliability of test items, we used Cronbach alpha. To investigate whether teachers' and students' perception of collaborative learning significantly affect their implementation of the program, we've used multiple linear regression. Similarly, to see whether the stakeholders' attitude and seniority significantly affect their implementation of the program, we've used multiple linear regression. Then, from the relationship that has been understood from regression, we've pointed out possible mechanisms for implementing collaborative learning at Samara University description and narration. The significance level of  $\alpha = 0.05$  was used to make tests against all leading questions.

## 4. Analysis of Results, Presentation and Discussion

### 4.1. Presentation and Analysis of Results

In this chapter, the results of data analyzed to answer the leading questions stated above were dealt in detail.

#### 4.1.1. The Effect of Attitude on Implementation of Collaborative

Model	Sum of Squares	df	F	Sig.
Regression	1646.058	1	36.627	.000
Residual	12853.220	286		
Total	14499.278	287		

Table 3: the effect attitude of stakeholders on implementation of collaborative learning

Model	Unstandardized Coefficients		Standardized Coefficients	t	R <sup>2</sup>	Sig.
	B	Std. Error	Beta			
(Constant)	28.486	1.838		15.502	0.114	.000
Implementation	.278	.046	.337	6.052		.000

Table 4

$$F=36.627, N= 300, R^2 \text{ Adj. } =0.110, P> 0.05$$

In the tables above, the linear regressions have pointed out that stakeholders' attitude is significantly affecting implementation of collaborative learning. The model had revealed that the effect is significant in ( $F_{(1, 300)} = 36.627, p > 0.05$ ). It can be inferred from this that the variation in implementation of collaborative learning in classrooms is found to be partly results from difference in attitude ( $R^2 = 0.114, p = 0.00$ ).

#### 4.1.2. The Effect of Perception on Implementation

Tables 5 and 6 state the effect of stakeholders' perception on implementation of collaborative learning.

Sum of Squares	df	Mean Square	F	Sig.
904.416	1	904.416	19.063	.000
13616.435	287	47.444		
14520.851	288			

Table 5

a. Dependent Variable: Implementation

b. Predictors: (Constant), Perception

	Unstandardized Coefficients		Standardized Coefficients	T	R <sup>2</sup>	Sig.
	B	Std. Error	Beta			
(Constant)	28.528	2.515		11.345	0.062	.000
Implementation	.377	.086	.250	4.366		

Table 6

F=19.063, N= 300, R<sup>2</sup> Adj. =0.059, P> 0.05

The computed linear regressions in tables 5 and 6 above have indicated that stakeholders' perception of collaborative learning significantly affect their implementation of the program ( $F_{(1, 300)} = 19.063$ ,  $p > 0.05$ ). The R square (coefficient of determination) here was ( $R^2 = 0.062$ ), which has indicated that 6.2% of the variation in stakeholders' implementation of collaborative learning can be explained by their perception of the program.

#### 4.1.3. The Effect of Students' Seniority on Implementation of Collaborative Learning

Table 7 and Table 8 state the effect of students' seniority on implementation of collaborative learning.

	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.777	1		.186	.667
Residual	7956.889	190	7.777		
Total	7964.667	191	41.878		

Table 7

Model	Unstandardized Coefficients		Standardized Coefficients	t	R <sup>2</sup>	Sig.
	B	Std. Error	Beta			
(Constant)	41.046	1.171		35.065	.001	.000
Students' seniority	-.188	.437	-.031	-.431		

Table 8

F=0.186, N= 200, R<sup>2</sup> Adj. = -.004, P> 0.05

The linear regressions in tables 7 and 8 above have indicated that seniority of students' does not significantly affect their implementation of collaborative learning ( $F_{(1, 200)} = 0.186$ ,  $p > 0.05$ ). Thus, the variance on implementation of collaborative learning can least likely be associated to seniority of students ( $R^2 = 0.001$ ,  $p = 0.667$ ).

Hence, this gives good lesson for teachers who are unhappy when assigned to the senior batches by perceiving that senior students may be more reluctant to implement collaborative works than fresh students because the finding points out that seniority has not much to do with implementation of collaborative learning.

#### 4.1.4. Teachers' Seniority and Implementation of Collaborative Learning

Table 9 and Table 10 state the effect of students' seniority on implementation of collaborative learning.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	786.940	1	786.940	16.506	.000
Residual	13778.614	289	47.677		
Total	14565.553	290			

Table 9

Model	Unstandardized Coefficients		Standardized Coefficients	t	R <sup>2</sup>	Sig.
	B	Std. Error	Beta			
(Constant)	37.015	.712	-	51.973	0.054	.000
experience	.036	.009	.232	4.063		

Table 10

F=16.506, N= 100, R<sup>2</sup> Adj. =0.051, P> 0.05

As revealed in tables 9 and 10 above, teachers' experience in teaching profession found to be significantly affect implementation of collaborative learning ( $F_{(1, 100)} = 16.506$ ,  $p > 0.05$ ).

The R square (coefficient of determination) here was ( $R^2 = 0.054$ ), which has indicated that 5.4% of the variation in teacher's implementation of collaborative learning can be explained by their experience or seniority.

#### 4.2. The Relationship among Variables

To see the relationship among variables, Pearson product correlation has been computed and the model has revealed the following results.

	<b>IMPL</b>	<b>TSNR</b>	<b>STSRN</b>	<b>ATT</b>	<b>PERC</b>
Implementation					
Teachers' seniority	.232**				
Students' seniority	-.031	-			
Attitude	.337**	.070	.023		
Perception	.250**	-.025	-.013	.517**	
** . Correlation is significant at the 0.01 level (2-tailed).					

Table 11: Correlations

Table 11 above indicates that the relationship between teachers' seniority, students' seniority, attitude and perception of stakeholders and the implementation of collaborative learning. The result points out that attitude of students and teachers ( $r=0.337$ ,  $p < 0.01$ ), their perception ( $r=0.250$ ,  $p < 0.01$ ) and teachers' seniority ( $r=0.232$ ,  $p < 0.01$ ) all found to be positively significantly correlated to implementation of collaborative learning. The more the senior and experienced the teacher is, the more he/she tends to implement collaborative learning. Similarly, the more the stakeholders aware of the collaborative learning and the more the positive attitude they have towards it, the greater the implementation of the program. On the other side, students' seniority was failed to significantly relate to implementation of collaborative learning. Hence, the result of Pearson product moment correlation also confirms that of linear regression.

##### 4.2.1. Qualitative Results

We were interested to see the effect of stakeholders' seniority, attitude and perception on the implementation of collaborative learning in Samara University. It is not surprising that the quantitative results have indicated that stakeholders' attitude, perception as well as teacher's seniority tended to significantly contribute for implementation of the program. Further, in searching for better ways of implementing collaborative learning so as it can function well to bring the desired changes, we have come up with some opinions from respondents which can take the program to its right position. Hence, the following were some the suggestions from respondents for the questions what do you think must students, teachers and the university do in order to better implement collaborative learning.

They have responded that students have to

- I see on some students the feeling of little expectation on students on many programs; including collaborative learning. Ahead of other things, they first have to develop interests towards and the program. There is also highly observed development of negative attitude towards the program. I strongly recommend that this must be avoided.
- In our groups, when the teachers give tasks, there is tendency of leaving the whole task to one or two students, even during classroom group discussion, some students make themselves busy by doing tasks others than the discussion points.
- Moreover, among the problems mentioned by the respondents and suggested directions, the prominent ones we found among students in their respective collaborative learning teams were lack of openness to share their ideas by bright students, lack of consensus over answers resulting in submission of hodge-podge results, ignorance of someone else's view of situations, welcoming of divergent thinking, assuming that the peer learning team is only for assignment purpose...etc. they have indicated that these things must be avoided to attain the desired changes.

Both teacher and student respondents have pointed out that some sorts of readjustment in mentoring, leading and ordering collaborative learning team by teachers.

It is better if there arranged workshops and discussion forums where individuals can share experiences. Awareness creation especially for beginner teachers is also suggested by many teachers.

One student suggests for teacher's as

"in our groups, there is no monitoring and follow up at all. Hence, the networking and intimacy among members of our group is so weak. If teachers give tasks more to do in groups than individuals, do be done out of classes than merely on the classrooms, I hope the program can function well."

Certain student also has pointed out that

"the collaborative works of groups must also be work for assessment. Group based assessments, especially during continuous assessment, must be advocated."

Similarly, another student has indicated that the leader of the group must not only selected based on EHEE result. Students class activity and performances must also be given due credit during selection of team leaders.

One teacher respondent has stated that

"the task carried out by expected from mentors sounds more for the success of this program. Mentors task must be credited as additional course by some credit hours so as to make the task of mentorship a competition –based and let them come with tangible changes they brought on mentees in his/her entire period of mentorship"

Many teacher respondents also suggested cautiousness during selection of group leaders.

Some important points raised by teacher respondents for teachers were:

- Effective monitoring of groups in the entire work, focusing on peer assessment, sharing good lessons to others, thinking over tasks to be done during the very planning, using his/her own mechanisms of making sure that tasks done are really a group work or one individual, avoiding using the peer group only for assignment purpose, referring the documents from peer learning office, becoming committed, making sure the involvement of slow learners in group activities.....

Students firstly have to know that the program has no political orientation, to developing interests, attending awareness creation sessions, assuring participation of slow learners...etc. are some suggestion for students given by teacher participants.

One teacher respondent has stated as:

“many students consider it as a short cut way to free marks. If once they are included in a group, they want to participate in only if it has certain credit without mattering many tips they would get from collaborative work”

- Effective monitoring and follow up, developing benefit package to mentors, convincing them agree on the main fruits of the program, preparing immobile classroom seats arranged in the manner suitable to apply peer work, working more on perception and awareness creation, limiting class size in to manageable, bringing some challenging ideas on the program than the routine ones, preparing and distributing posters, magazines and pamphlets with updated information about benefits of peer learning, using the name peer learning than one-to-five ...etc. are some suggestions for the university administrators to better implement collaborative learning.

#### 4.2.2. Discussion and Implications

The next sections state discussions on findings of the study by referring to the basic questions rose earlier.

- Does stakeholders' perception of collaborative learning significantly affect their implementation of the program?

In this study, linear regressions conducted to see the effect of students and teaches has indicated that their perception of collaborative learning tended to significantly affect their implementation of the program ( $F_{(1, 300)} = 19.063$ ,  $p > 0.05$ ). Using data about attitude of a person, an independent person can predict about 6.2% of his/her implementation of collaborative learning.

This result coincides with that of Strebel (1996), where he has pointed out the reasons why employees resist change. In this study, he had specified that looking through the lens of unrevised personal compacts; employees often misunderstand or, worse, ignore the implications of change for their individual commitments. Moreover, the study has underlined that employees' failure to understand changing circumstances can drive the organization to the brink of bankruptcy

Dawoud (2001) also have found that attitude of and knowledge about cooperative learning was significantly affecting their implementation.

We also underscore that as stakeholders misperceive the program or certain phenomena in an organization, it can result in the development of undesired behavior as well a hasty conclusion regarding the overall production processes of that particular organization.

- Do teachers' and students' attitude towards collaborative learning significantly affect their implementation of the program?

The linear regression computed in the above sections has revealed that stakeholders' attitude was significantly affecting their implementation of collaborative learning at ( $F_{(1, 300)} = 36.627$ ,  $p > 0.05$ ). Similarly, Pearson product moment correlation coefficient have given us that attitude towards the collaborative learning and its implementation were significantly positively related at ( $r=0.337$ ).

McLeish (2009) has investigated the role of student's attitude on harmonious implementation of collaborative learning had come up with the result that their negative attitude towards collaborative learning was meaningfully affecting implementation of the program. As to the study, the impact of their attitude was manifested on class participation and group discussion as those students who have already developed negative attitude as a result of fears such as possible low grades, while working in group, they have preferred to work on their own rather than within group.

- Do teachers' and students' seniority significantly affect their implementation of collaborative learning?

After computing linear regression, we have found that teachers' seniority or experience in teaching profession found to be significantly affect implementation of collaborative learning ( $F_{(1, 100)} = 16.506$ ,  $p > 0.05$ ). The R square ( $R^2 = 0.054$ ), has gave us that 5.4% of the variation in teacher's implementation of collaborative learning can be explained by their experience or seniority. Moreover, the result of Pearson product moment correlation coefficient has given us that teachers' seniority was positively and significantly related to implementation of collaborative learning.

In their study about the effect of age, education and seniority on motivation of employees in an organization in Slovakia, Hitka & Balažova (2014) have found that employees even issues related to basic salary and further financial reward, fair appraisal system and good work team were not working well to motivate employees with experience of less than 10 years. Here, this can be summarized as the less senior the employee is, the less motivated and less responsive he/she is, which goes line with the finding of our study.

Nevertheless, both the linear regression and Pearson product moment correlation result have given us that students' seniority was not significantly affecting and not significantly related respectively, to their implementation of collaborative learning at Samara University.

## 5. Conclusion and Recommendations

### 5.1. Summary

This study was aimed at investigating the role of stakeholders' seniority, perception and attitude on the implementation of collaborative learning at Samara University. In the entire study, we have raised the following questions.

- Do teachers' and students' perception of collaborative learning significantly affect their implementation of the program?

- Do teachers' and students' attitude towards collaborative learning significantly affect their implementation of the program?
- Do teachers' and students' seniority significantly affect their implementation of collaborative learning?
- What should be done to properly implement collaborative learning in Samara University?

The result of linear regression had given as that stakeholders' attitude has been found to significantly affect implementation of collaborative learning ( $F_{(1, 300)} = 36.627, p > 0.05$ ). The Pearson product moment result about the relationship between these two variables has also revealed that the relationship was ( $r=0.337, p < 0.01$ ). It can be inferred from this that attitude is the main driving force affecting implementation of collaborative learning.

Similarly, the stakeholders' perception of the stakeholders about collaborative learning was significantly affecting their implementation the computed multiple linear regressions has given us that stakeholders' perception of collaborative learning affect their implementation at ( $F_{(1, 300)} = 19.063, p > 0.05$ ). The Pearson product correlation coefficient of implementation and perception was computed as ( $r=0.250, p < 0.01$ ). Thus, stakeholders' perception and their implementation of the program have direct relationships.

Seniority of teachers; which was considered as work experience in teaching profession was also tended to significantly affect implementation of collaborative learning ( $F_{(1, 100)} = 16.506, p < 0.05$ ).

Senior teachers were more responsive and were better implementing than collaborative learning than their junior counterparts. Teachers' seniority was positively significantly related to implementation of collaborative learning ( $r=0.232, p < 0.01$ ) as revealed by Pearson product moment correlation model. Unlike on teachers, seniority of students was failed to significantly affecting its implementation.

The linear regressions separately computed for students has indicated that seniority of students does not significantly affect their implementation of collaborative learning ( $F_{(1, 200)} = 0.186, p > 0.05$ ). This was also replicated on Pearson product correlation where students' seniority was failed to significantly relate either positively or negatively to implementation of collaborative learning.

## 5.2. Recommendations

Our analysis above has led us to render the following recommendation

- The task performed by mentors is better to be considered as an additional task. Some attractive benefits which are capable of attracting others to the task must be assigned for the task of mentorship.
- Student respondents have underlined that there is tendency of assigning leaders based only on their EHEEE (Ethiopian higher education entrance examination) results. From the measurement and evaluation point of view, any observed result of student is a sum of true and error scores. Hence, this total result may not indicate actual performance of a student. Thus, we recommend selection of mentors based on their university recent performance.
- We strongly testify that the university has to launch strong monitoring and follow up mechanisms. Student respondents also underlined that the sitting arrangement of tables and chairs in classrooms must be convenient for the application of collaborative learning. This may play its own role in pushing some negligent teachers.
- There must be sessions of sharing best experiences and where better performing stakeholders in collaborative learning. Departments, mentors and students which could bring tangible changes through proper implementation on collaborative learning must be given credit which can motivate others to follow the same channel.
- The quantitative results have indicated that teachers' seniority is significantly positively related to implementation of collaborative learning. Consequently, we recommend assigning of mentors from the experienced staffs. This will also make students beneficiary from vast experience of their respective mentors.
- Susan (2016) has found that the senior employees in many organizations need their works get acknowledged and outshined to others, hence has suggested that the mentoring opportunities, longevity recognition, public preference for sharing historical knowledge and key assignments as motivating mechanisms to make them effectively implement tasks given with a sense of responsibility.
- Attitude was found to be the prominent determining factor affecting implementation of collaborative learning. Some teacher-respondents even specified that they strongly hate the name *one-to-five team* or *development army*. We state that ample of works must be done on attitude. Changing name of the team and the office of peer learning, magnifying the fruits of collaborative works using brochures, magazines, posters; through arranging workshops and open discussion sessions where almost all stakeholders are invited...etc. are some mechanisms we recommend for attitude development.

## 6. References

- i. Argyris, C. 1977. Double loop learning in organizations. Harvard Business Review, 55(5): 115-129.
- ii. Ahmad, M., Bakar, N., Hussin, H., Shahbodin, F., & Razali, N. (2014). Perceptions towards the usage of collaborative learning in teaching and learning processes at Malaysia polytechnic. Institute of Research Engineers and Doctors. ISBN: 978-1-63248-010-1
- iii. Ashford, S. J., Rothbard, N. P., Piderit, S. K., & Dutton, J. E. 1998. Out on a limb: The role of context and impression management in selling gender-equity issues. Administrative Science Quarterly, 43: 23-57.
- iv. Bedel, E. F. (2008). Interactions among attitudes toward teaching and personality constructs in early childhood pre-service teachers: Journal of Theory and Practice in Education, 4, 31-48.
- v. Brehm, S. S., & Kassim S. M. (1990). Social psychology. Houghton Mifflin Company.
- vi. Brehm, S., Kassim M., & Fein, S. (2002). Social psychology (5 th ed.). Boston, USA: Houghton Mifflin Company
- vii. Business dictionary (2016). Attitude, retrieved on March 12 from [https://en.wikipedia.org/wiki/Attitude\\_%28psychology%29](https://en.wikipedia.org/wiki/Attitude_%28psychology%29)
- viii. Dawoud A. (2001) pre-service teachers' attitude towards and knowledge about cooperative learning in Kuwait, a dissertation work

- ix. Dutton, J. E., Ashford, S. J., O'Neill, R. M., Hayes, E., & Wierba, E. E. 1997. Reading the wind: How middle managers assess the context for selling issues to top managers. *Strategic Management Journal*, 18: 407-425.
- x. Eyo, M. B., Joshua, A. M., & Esuong, E. (2010). Attitude of secondary school students towards guidance and counseling services. *Edo journal of counseling*, 3 (1), 87-99.
- xi. Farzaneh, N. & Nejadansari, D. (nd). Students' attitude towards using cooperative learning for teaching reading comprehension
- xii. Felder, R and Brent, R. (1994) Cooperative Learning in Technical Courses: Procedures, Pitfalls and Payoffs.
- xiii. Feldman R. S. (1985). *Social psychology: Theories, research and applications*. Mc Graw-Hill Book Company.
- xiv. Gonzales, A. (2011, October 16). How attitude develops? Retrieved on December 28, 2015, from <http://www.anabegonzales.wordpress.com/2011/10/16/hhow-attitude-develops/>
- xv. Gillies, R. & Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation School of Education, The University of Queensland, Brisbane, Queensland 4072, Australia, *Elsevier journal of Teaching and Teacher Education* 26 (2010) 933e940
- xvi. Gonzales, A. (2011, October 16). How attitude develops? Retrieved on December 28, 2015, from <http://www.anabegonzales.wordpress.com/2011/10/16/hhow-attitude-develops/>
- xvii. Hajra G. (nd). Challenges in implementing collaborative learning
- xxviii. Hitka, M. & Balažova, Ž. (2014). The impact of age, education and seniority on motivation of employees, *Technical University in Zvolen, Slovakia. Verslas: Teorija ir praktika / Business: Theory and Practice* Issn 1648-0627 / eIssn 1822-4202, retrieved on 21 February 2016 from <https://www.questia.com/library/journal/1G1-410770997/the-impact-of-age-education-and-seniority-on-motivation>
- xix. Jack, R. F., Norman, E. W & Helen, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York, NY: McGraw- Hill Company.
- xx. Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1993). *Cooperation in the Classroom* (6th Ed.). Edina, MN: Interaction Book Company.
- xxi. Kagan, S. (1989). The structural approach to cooperative learning. *Educational Leadership*, Dec 89/ Jan 90, 12-15.
- xxii. McLeish, K. (2009) Attitude of students towards cooperative learning methods at knox community college: A descriptive study. *University of Technology: Jamaica*.
- xxiii. Miradipta, R. & Susanty, A. (2013). Employee's Job Performance: The Effect of Attitude towards Works, Organizational Commitment, and Job Satisfaction, *Jurnal Teknik Industri*, Vol. 15, No. 1, Juni 2013, 13-24 ISSN 1411-2485
- xxiv. Milliken, J., Morrison, W. & Hewlin, F. (2003). AN exploratory study of employee silence: Issues that employees don't communicate upward and why
- xxv. Muuro, E., Wagacha, W., Kihoro, J., & Oboko, R. (2014). Students' perceived challenges in an online collaborative learning environment: a case of higher learning institutions in Nairobi, Kenya, *An Oer article database*.
- xxvi. Panitz, T. (1999). Collaborative versus cooperative learning- a comparison of the two concepts which will help us understand the underlying nature of interactive learning. Retrieved from Feb, 26, 2016, <http://home.capecod.net/~tpanitz/tedsarticles/coopdefinition.htm>
- xxvii. Redding, W. C. 1985. Rocking boats, blowing whistles, and teaching speech communication. *Communication Education*, 34: 245-258.
- xxviii. Sadhuji (2008, November 16). Personality development. Retrieved on February 21, 2016, from <http://sadjuhi.blogspot.com/>
- xxix. Sedhu, S., Choy, S. & Lee, Y. (2015). Students' Perceptions of Using Collaborative Learning as a Tool for Acquiring Writing Skills in University. *American Journal of Applied Psychology. Special Issue: Psychology of University Students*. Vol. 4, No. 3-1, 2015, pp. 1-6. doi: 10.11648/j.ajap.s.2015040301.11
- xxx. Slavin, R. E. (1996). Research on cooperative learning and achievement: What we know, what we need to know. *Contemporary Educational Psychology* 21, 43-69.
- xxxi. Springer, L., Stanne, E. & Donovan, S. (1999). Effects of Small-Group Learning on Undergraduates in Science, Mathematics, Engineering, and Technology: A Meta-Analysis, *Review of Educational Research* Spring 1999, Vol. 69, No. 1, pp. 21-51, retrieved on January 24, 2016 from <http://rer.era.net>
- xxxii. Stranger, M. (2010, May 28). The magic of thinking. Retrieved on February 20, 2016, from <http://www.attitude2010.blogspot.com/2010/05/how-attitude-develops.html>
- xxxiii. Strebel P. (1996) Why Do Employees Resist Change? Retrieved on February 24, 2016 from <https://www.questia.com/library/journal/1G1-410770997/the-impact-of-age-education-and-seniority-on-motivation>
- xxxiv. Susan, M. (2016). What seniority means at work place? Retrieved March 17, 2016 from <http://humanresources.about.com/od/workplaces-organizations/g/what-is-seniority-in-the-workplace.htm>
- xxxv. Topping, J. K. (2005). Trends in peer learning, *Scotland, University of Dundee*, Vol. 25 (6) pp. 631-645.
- xxxvi. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- xxxvii. Woldeab, Bekalu & Mulugeta (2014). The effect of peer learning and tutoring on authenticating students' learning through modular approach: A case in Samara University, an unpublished research work.
- xxxviii. Yoo, J., Huang, H. Lee, Y. (nd). The impact of employee's perception of organizational climate on their technology acceptance toward e-learning in South Korea, *Knowledge Management & E-Learning: An International Journal*, Vol.4, No.3. 359
- xxxix. \_\_\_\_\_. (2016). Perception, retrieved on February 09, 2016 from <https://en.wikipedia.org/wiki/Perception>

## APPENDIX I

**SAMARA UNIVERSITY**  
**Office of peer learning and integration center**

**Questionnaire to be filled by Teachers and students**

Dear respondents, this questionnaire is developed with the aim of studying the role of stakeholders' attitude, perception and seniority on implementation of collaborative learning at Samara University. The questionnaire has three sections. Each section has its own direction. The data gathered with this questionnaire will be used only for research purpose and results will be kept confidential.

**General direction**

- you needn't write your name  
 attempt all questions

**Thanks for your cooperation****I. Background Data**

Name of college \_\_\_\_\_ department \_\_\_\_\_

Title \_\_\_\_\_

Teaching experience (yrs) 1-2  3-4  5-6  6-10  11-15  16-20

Above 20 years

Sex:- male sex

**Part I. perception scale**

This part deals with measuring teachers' and students' perception of collaborative learning. The numbers at the right side of items in the box correspond to:

1. Strongly disagree                      3. Neutral  
 2. Disagree                                  4. Agree                                  5. Strongly agree

Please, provide appropriate responses from the given five alternatives by making tick mark “√” to the corresponding item.

No	Item	1	2	3	4	5
1	Collaborative learning is all about equalizing students					
2	It seems me collaborative learning is aimed at capacitating slow learners					
3	Collaborative learning is uses to unfold the hidden potential of all learners					
4	Collaborative learning is based on the assumption that the learners mind like empty paper and to be filled through discussion					
5	Unquestionably classroom collaboration leads to success					
6	I think that collaborative learning increase students' achievement					
7	Peer learning is all about 4 fool students are being pushed by 1 elite student					
8	Collaborative learning is as necessary for elite students as that of slow learners					
9	Peer leaning is a special means of giving free marks for slow learners in order to help them cope up with their high fast leaner counterparts					
10	I don't have any information about peer learning other than what I heard here in classroom about “development army” or “1:5 team”					
11	I've read additional materials about peer learning to increase my understanding					

**Part II Attitude**

INSTRUCTION:- Respond to the following items by selecting an expression that best explains the degree of your attitude towards collaborative learning from given alternatives.

Numbers in the box at the right side of each item correspond to:

- Key:** Strongly agree = 5                      Disagree = 2  
 Agree =4    Strongly disagree =1  
 Not decided =3

No	Item	1	2	3	4	5
1	Peer learning increases intimacy among students and teacher versus students					
2	Collaborative learning has political orientation					
3	I prefer competitive learning to collaborative learning because a student get only what he/she did					
4	Collaborative learning hampers proper development of elite students					
5	It is advisable to use 1:5 team for only assignment purpose					
6	I am happy to be assigned as class mentor/group leader in collaborative learning					
7	I think 1:5 team meaninglessly wastes teachers and students time					
8	Collaborative learning increases load of elite students and carelessness of joker students					
9	If collaborative learning is for students, students must do it independently					
10	I don't think that collaborative learning is important since individual difference is natural					
11	I think that the issue of peer learning must be the concern of all students and teachers to benefit from it					

### Part III: implementation scale for students

INSTRUCTION: - Respond to the following items by selecting an expression that best explains the degree of your implementation of collaborative learning from given alternatives.

Numbers in the box at the right side of each item correspond to:

Key: Strongly agree = 5

Disagree = 2

Agree =4

Strongly disagree =1

Not decided =3

No	Item	1	2	3	4	5
1	In our class, peer learning is in proper implementation across all courses					
2	I am not in the right position to implement peer learning in our classrooms					
3	In our 1:5 group, I discuss and do class works as per teachers' order					
4	I cooperatively discuss with my 1:5 mates as the course teacher assigns tasks					
5	I am reluctant to do with my mates whenever tasks are assigned by teachers					
6	I don't want to ask teacher for clarification even I face ambiguity while working in collaborative team					
7	I think I do what is expected from me while working with my 1:5 mates					
8	We do with our collaborative team a very little fraction of our time					
9	I spend much time chatting and discussing on personal issues with my mates during team work					
10	Even if I do in my 1:5 team as per teacher's order, I always push my group to exclusively rely on my own idea.					
11	I know that I am responsible as a member of a group and as an individual for the attainment of a group					

### Part III: implementation scale for teachers

INSTRUCTION: - Respond to the following items by selecting an expression that best explains the degree of your implementation of collaborative learning from given alternatives.

Numbers in the box at the right side of each item correspond to:

Key: Strongly agree = 5

Disagree = 2

Agree =4

Strongly disagree =1

Not decided =3

No	Item	1	2	3	4	5
1	In my class, peer learning is in proper implementation across the sessions					
2	I am not in the right position to implement peer learning in my classrooms					
3	I assign discussion points and class works for students as per their 1:5 teams					
4	After assigning tasks for students in 1:5 teams, I render proper support and help whenever they are in need.					
5	I think I do what is expected from me to strengthen collaborative learning					
6	I apply all what has been stated and disseminated to us about implementation of peer learning through the office of peer learning and integration					
7	I follow the guideline of peer learning and integration whenever I go to teach students					
8	I always push students to came up with their own sorts of works after discussing in group in my class					
9	I testify all 1:5 teams that the group as a group is responsible for whatever they do					
10	I properly assign and manage time and I have already set actions for those who fail to finish works on time					
11	I facilitate 1:5 teamwork through giving immediate feedback for group's work					



**Part –IV fill answers in blank spaces for the following questions**

1. Do you think that collaborative learning is being well implemented in your classroom?  
A/ yes B/no
2. If your response for the above item is “No”, what do you think is the reason?  
A. Perception problem  
B. Because it seems worthless  
C. Attitude problem  
D. Sense of seniority by some stakeholders  
E. Others (specify) \_\_\_\_\_
3. For proper implementation of collaborative learning, what do you recommend for  
A/students \_\_\_\_\_

B/teachers \_\_\_\_\_

C/university administrative bodies \_\_\_\_\_

**Appendix- II  
Reliability of items  
Attitude-scale**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of items
.825	11

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
att1	34.9967	68.242	.399	.819
att2	35.8152	66.840	.382	.823
att3	35.4521	63.123	.622	.799
att4	35.1782	61.471	.713	.791
att5	34.9571	65.306	.551	.806
att6	35.8284	74.209	.081	.848
att7	35.2046	62.759	.658	.796
att8	35.3333	61.355	.637	.797
att9	35.2442	63.218	.629	.799
att10	34.9901	63.361	.632	.799
att11	34.8548	72.045	.210	.835

**Perception scale**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.555	8

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
perc2	24.6126	19.740	.420	.470
perc3	24.7781	18.824	.503	.440
perc5	25.0960	22.964	.104	.573
perc6	24.6921	20.094	.394	.480
perc7	24.9404	21.844	.155	.561
perc8	24.7583	20.729	.318	.504
perc9	24.9205	21.529	.198	.545
perc10	25.1921	22.568	.110	.575

**Implementation scale****Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.763	.762	12

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
imp1	34.16	49.172	.506	.380	.734
imp2	34.00	53.510	.271	.203	.761
imp3	33.85	53.028	.282	.198	.760
imp4	33.21	52.130	.415	.313	.745
imp5	33.46	47.976	.657	.557	.718
imp6	33.85	46.263	.770	.667	.704
imp7	34.01	47.716	.617	.521	.720
imp8	34.22	46.979	.678	.639	.713
imp9	33.94	73.134	-.712	.604	.850
imp10	33.90	49.461	.474	.472	.737
imp11	33.87	46.856	.691	.609	.712
imp12	34.09	51.806	.402	.333	.746