

This means that the use of cooperative learning by students also improves on students' achievement. This result is again supported by the findings of Slavin [5], where it was argued that cooperative learning was particularly advantageous because students were motivated to learn and to encourage and help others to do so [5].

Objective four: To describe nursing students and teachers' perceptions on cooperative learning.

Concerning the mean response of students and teachers on their perception of applying cooperative learning in their classrooms, eight items were analysed, and five of them were rated below the acceptance criterion mean of 3.50 by the two categories of respondents, implying that both teachers and students generally denied that they hate cooperative learning as both respondents perceived it positively, declaring their readiness to participate in it in future (Table 6).

Table 6. Mean Response and T-test of Teachers and Students on Perceptions of Cooperative Learning

Variable	Respondents	\bar{x}	SD	\bar{x}_c	Decision	t_{cal}	Decision
Students go off tasks/hate cooperative learning	Teachers	2.11	.93	2.30	D	1.73	NS
	Students	1.80	.88		D		
Students are resistant to working in cooperative groups	Teachers	1.93	.92	t=6.39 df=244	D	.18	NS
	Students	1.96	.91		D		
Cooperative learning places too much emphasis on students' skills	Teachers	2.85	1.26		U	4.29	S
	Students	3.78	1.04		A		
It is impossible to evaluate students fairly when using cooperative learning	Teachers	2.70	1.20		U	2.60	S
	Students	3.33	1.18		U		
Engaging in cooperative learning interferes with students' academic progress	Teachers	1.74	.71		D	4.06	S
	Students	2.78	1.31		U		
Traditional methods should be abandoned in favor of cooperative learning	Teachers	2.41	1.25		D	1.68	NS
	Students	2.79	1.12		D		
Gives responsibility to students and challenges them to work harder	Teachers	2.33	1.33		U	8.30	S
	Students	4.23	1.09		A		
I am ready to participate in cooperative learning in future	Teachers	4.04	.94		A	2.39	S
	Students	4.42	.76		A		

Number of students = 219; Number of teachers = 27

Key: A = Agree U=Undecided S = Significant at 0.05 level NS = Not significant at 0.05 level df =232 Table t-value = 1.96 Cluster t-cal = \bar{x}_c = Cluster Mean

These results on perceptions are supported by some findings on previous studies. For instance, Goyak reported that the cooperative learning environment was perceived by students to be more supportive, safe, and helpful in the

formation of relationships in the classroom [12]. In Ethiopia, 67% of teachers and 59% of students preferred cooperative work than working independently [13]. Another study whose findings support these observations

investigated teachers' perceptions and their medical, dentistry, and mathematics students [16]. Both students and faculty preferred CL, with the majority of students (68%) indicating that they enjoyed cooperative learning [16]. Cooperative learning was also positively perceived in Wenzhou, China, where most of the participants liked the cooperative learning approach, preferred working in groups, were willing to participate in group work, and acknowledged that classes became more interesting when teachers used CL [17]. Finally, the majority of students in another study supporting these findings reported that cooperative learning helped them in learning content of lesson and facilitated their communication while completing their group work. Cooperative learning was further considered as helping them to improve their grades [19].

However, a few students in this study were of the opinion that cooperative learning places too much emphasis on their skills and too much responsibility on students.

Hypothesis 2: Statistically significant differences were observed between perceptions of students and teachers on five out of eight items studied ($P=0.05$ and $df =244$). The items included; Cooperative learning places too much emphasis on students' skills, it is impossible to evaluate students fairly when using cooperative learning, engaging in cooperative learning interferes with students' academic progress, cooperative learning gives responsibility to students and challenges them to work harder, and I am ready to participate in cooperative learning in future. This means that students and teachers did not really agree on how cooperative learning was implemented on the five items. There was no significant difference in the opinions of teachers and students on: students hate cooperative learning, students are resistant to working in cooperative groups, traditional methods should be abandoned in favour of cooperative learning. Hence, the

students and teachers agreed on these three items on cooperative learning (Table 6).

The disagreement between teachers and students over the 5 points in Table 6 results from inadequate knowledge and skills on cooperative learning. The findings reiterate the need for training of both groups of respondents on the subject.

Conclusion

Both teachers and students of MoHNEI in Bamenda agreed that cooperative learning was occasionally used in the teaching-learning process. Learning together, think-pair-share, group investigation, and peer instruction were the methods often used. Methods such as jigsaw, STAD, and TGT were rarely practiced. Considering perceived achievements, both teachers and students affirmed the achievements of cooperative learning in the teaching-learning process. On the other hand, cooperative learning was found to have almost no disadvantage. The use of cooperative learning was observed to improve students' achievement. Both groups of respondents indicated their love for cooperative learning and willingness to participate in it. Even though the two groups of participants expressed their love for cooperative learning, both groups did not really agree on how it is implemented. Within the perspectives of this study, it was observed that cooperative learning existed as an informal technique of education in Bamenda-Cameroon. There is, therefore, need to vulgarise this technique formal in MoHNEI in the setting.

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Conflict of interest

The authors declare no conflict of interest.

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