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COOPERATIVE LEARNING IN ADULT AND NON- FORMAL EDUCATION
CENTERS IN ARADA SUB CITY, ADDIS ABABA CITY ADMINISTRATION

BY
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**COOPERATIVE LEARNING IN ADULT AND NON- FORMAL EDUCATION
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Acronyms

AAU: Addis Ababa University

AE: Adult Education

ANFE: Adult and Non-Formal Education

ETP: Education and Training Policy

MOE: Ministry of Education

NFAE: Non-formal Adult Education

NFE: Non- formal Education

UNESCO: United Nations Education, Scientific and Cultural Organization

Abstract

This study attempts to investigate the role of cooperative learning in adult and non-formal education in selected centers of Arada sub-city in Addis Ababa, Ethiopia. To achieve this objective, a qualitative phenomenological study design was employed. The samples were selected using purposeful sampling methods. The respondents were twenty, fifteen team leaders of the cooperative learning and their five facilitators in five centers of adult and non-formal education center, purposefully selected for this study in Arada Sub-City of Addis Ababa City Administration, Ethiopia. The data was collected through interview and observation based on Johnson and Johnson (1999) elements of cooperative learning, Semi-structured interview guide and observation checklist were designed to gather qualitative data from the participants of the research. The data were analyzed and discussed in thematic description. The findings of the study revealed that study participants perceived that all elements of cooperative learning were used in class room and cooperative learning had benefited their learning. The findings also revealed that challenges that exists in implementing cooperative learning were absent of students and associating it to political agenda of the ruling party. Moreover, based on the findings, further recommendations were drawn along with suggestions for further investigation.

CHAPTER ONE

INTRODUCTION

This chapter deals with the research problem and its approach. It includes the aim body of the research like; background of the study, statement of the problem, purpose, objective, delimitation, limitation and definition of key terms and organization of the study.

1.1. Background of the Study

Education has been considered as an indispensable weapon in fighting against poverty and necessary step in long march toward social, economic, political and technological development. As stated by Tekeste (1990), education is considered as important instrument, which plays a key role to social, economic and political development. It helps the society to change their environment for their benefit and enables its members to make wise use of valuable resources in their environment. This is particularly important to developing countries like Ethiopia, according to UNESCO, (2009/10) as (cited in Fedilu, 2012), where illiteracy as high as 64% (male 50%, female 77%), problem of poverty is acute and health problem is serious.

Many studies have shown that adult and non- formal education is ultimately an urgent solution which enhances the learner's capacity to solve their political, economic, social and cultural problem. For example Acharye and Verma (1996) noted that adult and non-formal education enables people to critically analyze their situation and translate the development strategies in to practical actions. In the same way, Wlodkowski (1993) argued that adult education and skill training programs should be based on participatory approach to rural development to meet the basic needs of the poor. According to these writers adult and non-formal education programs benefit individuals who have little or no chance to join regular programs of study due to some reasons.

Adults who become aware that they are in need of further education usually had an idea or plan of what they require in the way of additional knowledge and training. According to Knowles (1980), adult learning is "a process of active inquiry not passive reception". In other words, adults are going to seek out the knowledge they need or in which they have an interest. They can

be demanding and know what they should be getting for their educational, whether they or their company are paying the tuition bill.

According to Hailegebriel (cited in Mulugeta, 2002), in Ethiopia the government proclamation on adult literacy education was issued in 1955 and the Ministry of Education was made responsible to coordinate the program. In the public notice of the proclamation, every illiterate citizen of the country whose ages are between 18- 50 were requested to learn in the nearest government, private schools or to hire private literacy teacher that could teach them basic education.

The then Ministry of Education and Fine Arts was given the responsibility of running literacy programs (Sendek Alamachin, Hidar 6, 1948 E.C.) and also currently ANFE gained attention by Ethiopian government and endorsed adult and non-formal basic education and other mediums as viable methods of striving to reach the Millennium Development Goals.

The objective of ANFE toward achievement of five major goals including, ensuring learners get relevant knowledge that free them from natural disasters, ensuring learners get relevant skills that improve the socioeconomic and cultural quality of their lives, raising participatory skill levels such that individuals take an active role in the development process, increasing vocational and technical skills to improve productivity and liberating the learners from illiteracy (UNESCO, 2004).

To achieve these objectives, a numbers of educational programs and activity have been organized including program to ensure basic literacy, community skills training, agricultural extension and farmers' training centers, evening classes for all education level, non- formal skill training centers and summer programs. According to Tekeste (1996), the Ethiopian adult and non-formal education program consists of seven components that can be grouped under three categories: First, adult literacy initiatives, second community development education including:- basic development education, community skills training center and community based education pilot projects and third, continuing education including distance education and evening education program.

In order to achieve these goals, effective teaching and learning require the use of different methodologies and strategies to meet the demands of the learners. The Education and Training policy of Ethiopia gives due emphasis to strengthening the individual's and society's problem solving capacities at all levels. As stated in the ETP(1994) one of the objectives of education is to develop the physical and mental potential and problem solving capacity of individuals by expanding basic education for all. It realized that active learning is an essential component that can bring problem solving capacity to a reality. Active learning methods including think-pair-share (pair-share), role playing, simulations, muddiest point/clearest point, group quizzing, generate lists, cooperative learning, minute papers and writing assignments, case studies and concept maps.

The term "cooperative learning" covers the subset of active learning activities. It is a group-based instructional strategy designed to supplement the lecture-based classroom. Cooperative learning has a rich history of theory, research, and practice related to adult education. The goal of cooperative learning is to transform the adult learner from a passive observer to an active participant, building higher-level thinking skills, increasing achievement, enhancing appreciation for diversity, increasing team skills and self-esteem, promoting self-direction and student responsibility for learning (Johnson & Johnson, 1999).

Through concepts of cooperative learning, adults can enhance their knowledge and skills in a shorter time than while working individually. They sharing their workload and disseminate information more quickly and adult students may realize their goals more readily and thoroughly (Johnson, et al. 1991).

In this regard, the research's intention is to study cooperative learning in adult and non-formal education that is being provided by Arada sub-city ANFE centers of Addis Ababa city administration. Arada sub- city is found in the north east part of Addis Ababa Ethiopia. The sub is divided in to 10 districts (woreda).

According to the 2007 population and housing census of Ethiopia, in Arada sub-city, there are 200,203 total populations; out of this 21,331 never attend school and total of 939 currently attending adult and non-formal education in 18 adult and non-formal education centers. In this sub-city, adult learner thought in ANFE center starting from 6pm to 8pm.

1.2. Statement of the Problem

Many governments, if not all, world-wide today come to recognize that illiteracy is both the cause and consequence of poverty. Hence, literacy is believed to be a potential tool to end poverty. As a result of this, there is a strong interest in adult education today by many countries than ever before. Adult literacy is basically needed for developmental purposes such as personal, social, economic and political (Fedilu, 2012).

In order to achieve these educational goals, effective teaching and learning in ANFE programs requires the use of different methodologies and strategies to meet the demands of the learners. Among such methods, the one that promotes active involvement of the students in classroom and out- side the classroom teaching-learning process enables them to develop critical thinking skills, likely to be enjoyed, offers opportunity for progress and thereby fosters positive students' attitudes towards the subjects.

Among these methods, one is cooperative learning. Cooperative learning is a student-led instructional model, where students are working in small cooperative groups to achieve a common learning goal (Emmer & Gerwels, 2002). Each student can then achieve his or her learning goal if and only if the other group members achieve theirs (Deutsch, 1962). It applies on small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Smith, 1998). It is designed to maximize learning for all students in each group which differs from the traditional use of learning groups.

The idea of cooperative learning is also practiced in different structures of education in Ethiopia. An attempt has been made to implement cooperative learning since 1994. In 1994, a New Education and Training Policy were designed, which introduced a lot of changes in the implementation of educational activities. Realizing the importance of adult and non-formal education in empowering the quality of Ethiopian human power, the government of Ethiopia has decided, cooperative learning as a very effective means in adult education settings, providing mature students an opportunity to share their experiences and be more involved in their education (ETP, 1994).

Decades of research have been conducted on cooperative learning in classrooms around the world (Johnson & Johnson, 1999). Most of this research has focused on intermediate, secondary and post-secondary classrooms (cited in Nguyen, 2010). There has been little research done on adult and non-formal education. The goal of my research is to fill this need by specifically looking at an inclusive adult and non-formal education centers engaged in everyday cooperative learning activities and explore how these interactions affect adult learner. My study will attempt to address this gap in research by answering the following questions:

1. What are the elements of cooperative learning that are implemented in the adult and non-formal education centers in Arada Sub-city?
2. How do the students and facilitators of adult and non-formal education explain benefits of cooperative learning in adult and non-formal education Arada Sub-city?
3. What are the challenges identified in implementing cooperative learning in adult and non-formal education centers Arada Sub-city?

To respond to these questions the researcher identified the following research objectives.

1.3. Objectives of the study

1.3.1. General Objective

The overall purpose of the study is to investigate the application and role of cooperative learning in adult and non-formal education.

1.3.2. Specific objectives

The study seeks:

- To determine the current status of cooperative learning in ANFE program in Arada Sub-city
- To analyze the benefit that adult and non-formal students gained from learning cooperatively
- To identify challenges encountered in implementing cooperative learning in ANFE programs.

1.4. Delimitation of the study

Geographically, this study was confined to one sub city, namely, Arada Sub-city of Addis Ababa City Administration. Conceptually, the study was limited to ANFE, which is concerned with literacy-led program with training for livelihood skills and methodology used. The delimitation of study is made to ensure easy manageability of the study and to investigate the problem in depth.

1.5. Significance of the study

The result of this study is expected to be useful for different stakeholders such as program coordinators, adult education, curriculum developers, adult trainers and facilitators. Hence, the following major contributions will be maintained from the research. It may provide valuable information for practitioners of adult and non-formal education regarding the implementation of cooperative learning. Moreover, the study will contribute its part to the existing literature on cooperative learning to the Ethiopian urban context with regard to adult and non-formal education programs.

1.6. Limitation of the study

Because the study is restricted in a single sub-city, the conclusion and recommendations might have weakness to have application in other sub cites of Addis Ababa city Administration.

1.7. Definition of terms

Adult: is a person who performs socially productive roles and who has assumed primary responsibility for his or her own life.

Adult education: an instructional program for the under educated adult planned around those basic and specific skills most needed to help him function more adequately as a member of a society

Cooperative learning: is an instructional strategy in which small groups of Students work together to accomplish shared goals.

Instructional strategies: are methods that are used in the lesson to ensure that the sequence of delivery of instruction helps students' learn.

Non-formal education: refers to all organized and semi-organized education and training activities that operate outside the regular structure and routines of the formal educational system, serving a great variety of learning needs of different subgroups of the population both young and old.

1.8. Organization of the study

The thesis had consisted of five chapters: The first chapter reveals introduction part that includes the main body of the research like; background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study, definition of key terms and organization of the study. Chapter two provides a literature review of cooperative learning and adult and non-formal education learners. Some areas discussed include the important elements of cooperative learning, the benefits of cooperative learning in classrooms with adult and non-formal learners and some limitations of cooperative learning. Chapter three describes the design of the research and the methodology used to guide this study which consists of design of the study, population and sampling, data collection instrument and procedure, method of data analysis and ethical considerations. Chapter four discussed about data analysis and interpretation. This chapter is organized in such a way that it constitutes presentations regarding the results of this study. Chapter five outlines summary of major findings, conclusion of the study and recommendation addressed by the researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this part of the study, the researcher had presented the views of various scholars in relation to the subject under investigation. In this regard, particular emphasis has been given to the issues, such as definition and concept of adult and non-formal education, cooperative learning and its essential elements. It also discusses the benefits and limitations of cooperative learning and its role in adult and non-formal education.

2.1. Definition and concept of adult and non- formal education

According to UNESCO'1976 as (cited in MOE, 2008), adult education is the entire body of organized educational processes, whatever the content level and method (whether the formal or otherwise), whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, were by persons regarded as an adult by the society to which they belong develop his or her abilities and reach their knowledge, improve their technical or professional qualifications or in turn them in to new directions, bring about changes in their attitude or behavior in twofold perspective of full personal development, participation in balanced, independent social, economic and cultural development.

Non-formal education means learning to change one's behavior and to enhance the quality of life through work and value without formal schooling.

Non-Formal Education is about 'acknowledging the importance of education, learning and training, which takes place outside recognized educational institutions.

This approach has revealed the similarities and the differences in the three types of education. Non-formal education and informal education both operate outside the framework of the formal system. Although the term 'non-formal' tends to suggest informality and is sometimes used interchangeably with the term 'informal' the negative of formal, 'non -formal education' appears to be education that is organized and systematic. However, the difference is that, while formal education is rigid and characterized by uniformity, non-formal education is flexible in terms of the timing, and duration of learning, the age groups of learners, and the content and methodology of instruction. Non-formal education is not confined to those persons who are dropouts from the

schooling system or women who are illiterate, but to any sub-groups in the community who may have specific needs. Thus non-formal education is broad in character, extensive in coverage and diverse in content, methods and participants, no parameters for space & time (UNESCO, 2004).

While there is diversity in the definitions of non- formal education for the purpose, non-formal education is taken as organized, systematic and deliberately planned education to meet specific purposes for particular participants whether they are adults or children.

2.2. Purposes of Non-Formal Education

Non-formal education may fulfill a range of educational purposes, because of the failure of formal education to provide skills, knowledge and attitudes at an acceptable cost, non-formal education is seen as a means of providing a cheaper alternative to provide individuals with the skills required by the economic system whenever the formal system has failed tooth's. The related problems of school leavers and unemployment have led to the expansion of no formal education training programs.

Non-formal education's purpose is not confined to the development of skills for employment as it is broader in scope and more extensive in coverage. It has been used for remedial purposes, where the formal education system has been unable to satisfactorily educate all its citizens and illiteracy is a problem. It is seen to meet the needs of people and may offer them the opportunity to learn productive skills and a way to participate effectively in the development of their societies .When combined with other inputs, rural non-formal education may be a strong accelerating factor in the economic and social growth of rural areas. Another purpose of non-formal education is as a means to achieve the goal of lifelong education .The concept of lifelong education, is best realized through non-formal education, as it provides better possibilities to fulfill people's needs than formal education .Through non-formal education everyone is seen as having the opportunity for purposeful learning to keep abreast of technical change not only to fulfill their role in society but also for self-fulfillment and self-development throughout their lifespan(UNESCO,2004).

2.3. Basic ideas on cooperative learning

Cooperative learning is an instructional strategy in which small groups of students work together to accomplish shared goals (Johnson, Johnson, & Smith, 1998a). Students perceive they can reach their learning goals if and only if the other group members also reach their goals. Students are assigned to groups of two to five members by the instructor for the purpose of achieving academic and social tasks. Cooperative learning is distinguished from other small group learning strategies by five elements required for effectiveness: positive interdependence, individual accountability, Promote interaction, group processing, and team or social skills (Johnson& Johnson, 1990).

In cooperative learning, the role of the student is to complete the assigned group role and to work collaboratively with other students to accomplish a shared goal through interaction and problem solving (Johnson, Johnson, & Smith, 1998a).

Students focus their attention on the assigned task to increase his/her learning and the learning of group members. Interaction and effective communication between students is critical during cooperative work reassignments. Group members equally share the assigned task, tutor other students in the group to learn and complete the assigned task, work as group members to learn and complete the assigned task.

2.4. Elements of cooperative learning

Cooperative learning is more than just group work and requires several years of ongoing training and practice since it is complex procedural learning.

Johnson and Johnson (1990a) stress that these five fundamental elements which are involved in cooperative learning are the essential components that distinguish cooperative learning from other forms of group learning. They remind that when all of these elements are present in a learning situation, the result is a cooperative learning group.

Positive interdependence

The first and the most essential element is positive interdependence. Johnson and Johnson (1990) said that “The perception of positive interdependence is the most important factor governing effective cooperative learning because its presence largely defines the presence of cooperation”.

Positive interdependence promotes interaction. It exists when students perceive that they are linked with group members in such a way that they cannot succeed unless their group members do. In other words, students must perceive that they “sink or swim together” (Johnson & Johnson, 1999; Johnson, Johnson, & Holubec, 1998). It results in students realizing that the performance of all group members and their efforts are required for the group to achieve its goal.

Positive interdependence involves students being responsible for completing their share of the work, and facilitating the work of other group members towards achieving the group’s goal (Johnson & Johnson, 1990). From the points raised, it seems that the absence of interdependence results in individualistic efforts.

Johnson et al. (1993) also indicated that when positive interdependence is solidly structured, it highlights that each group member’s efforts are required and indispensable for group success, and each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities. Doing so creates a commitment to the success of group members as well as one’s own and is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation.

Individual Accountability

Individual accountability means that each member of the group is accountable for completing his or her part of the work. It is important that no one can ‘hitchhike’ on the work of others and it requires each student in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn so (Jolliffe, 2007).

Slavin (1996) also stresses the importance of group goals and individual accountability in cooperative learning. He stated that to ensure that group members accept the shared responsibility of contributing toward achieving their goal, individual accountability will increase members’ awareness of their positive interdependence. Individual accountability exists when the

performance of individual students is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support and encouragement (Johnson & Johnson, 1999b). In other words, groups must be accountable for reaching their goals, and each member must be responsible for contributing a fair share of the group work.

Individual accountability ensures that all the group members are reinforced by learning cooperatively. After participating in a cooperative learning task, students should be equipped to complete similar tasks by themselves. To ensure that each group member has individually contributed to the group's goal, teachers need to assess how much effort group members have contributed and provided feedback on their performance. Structuring individual accountability by the teacher raises the students' level of involvement. When students know beforehand that there will be individual follow up to the task and processing group skills, students will be more concerned with helping each other and encouraging each other to put in their best effort (Johnson & Johnson, 1999b).

According to Johnson, et al. (1993), one strategy for inducing individual accountability is to have students teach what they have learned to someone else in their group. When done concurrently by all students working in pairs or otherwise, this is called simultaneous explaining. Teachers can also induce individual accountability by conducting random oral examinations. When students understand that they might be selected to represent their team, they are motivated to prepare themselves and their team mates for this possibility. Kohonen (1992), as cited in Nunan (1992:35) also mentioned that by individual accountability every team member feels in charge of their own and their team mates' learning and makes an active contribution to the group.

Interpersonal and small group skills

Cooperative learning was designed and implemented to develop social skills and acceptable social attitudes in students and to improve social relations within and between groups (Terwel, 2003). It requires students to utilize appropriate social and communicative skills in order to make groups function effectively. Interpersonal and small group skills are required to function as part of the group. These are basic team work skills calls the interpersonal and small group skills the "lubricant of cooperative group work"(Jolliffe,2007).Group members must know how to

motivate and be motivated, provide effective leadership, make decisions, build trust, communicate and manage conflict.

Johnson, Johnson, and Holubec, (1993:4) commented that “cooperative learning is inherently more complex than competitive or individualistic learning because students have to engage simultaneously in task work (learning academic subject matter) and team work (functioning effectively as a group)”. They added that social skills for effective cooperative work do not magically appear when cooperative lessons are employed. Besides, placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively (Johnson & Johnson, 1999). Instead, social skills must be taught to students just as purposefully and precisely as academic skills. Leadership, decision-making, trust building, communication, and conflict management skills empower students to manage both team work and task work successfully.

According to Putnam (1997), cooperative skills are learned and developed throughout a life time, and are critical to success in most careers, family life, and community life. An array of interpersonal skills is required to facilitate even the convening of a group. Furthermore, social skills determine the way students interact with each other as team mates, and usually some explicit instruction in social skills is needed to ensure the successful interaction (Richards & Rodgers, 2001).

Face to face interaction

Face-to-face interaction is one of the elements of cooperative learning that creates more active rather than passive learning as in the traditional classroom. Through interactions, students need to do real work together in which they promote each other’s learning by sharing, helping, supporting, encouraging, and praising each other’s efforts to learn (Johnson & Johnson, 1999b). It is also believed that cognitive activities and interpersonal dynamics occur only when students get involved in promoting each other’s learning (Johnson & Johnson, 1999b; Slavin, 1996). This includes orally explaining how to solve problems, teaching one’s knowledge to others, checking for understanding, discussing concepts being learned, and connecting present with past learning. Each of these activities can be structured into group task directions and procedures. Doing so helps ensure that cooperative learning groups are both an academic support system (every

student has someone who is committed to helping him or her learn) and a personal support system (every student has someone who is committed to him or her as a person). It is through promoting each other's learning face to face that members become personally committed to each other as well as to their mutual goals (Johnson, Johnson & Holubec, 1993:4).

Johnson and Johnson (1994) again emphasized that cooperative learning requires that group members interact with one another. Students discuss ideas, make decisions, and often engage in negotiations. While it seems obvious that students should engage in face to face interactions in cooperative groups, sometimes teachers' mistake "individualistic learning with talking" for cooperative learning. Face to face promote interaction and shows that students promote each other's success by sharing resources. They help, support, encourage, and praise each other's efforts to learn. Both academic and personal supports are part of this mutual goal.

Group processing

Group processing is the fifth element of cooperative learning. It exists when group members are given the time and opportunities to discuss and evaluate how effectively the groups are working to achieve their goals and maintain effective working relationships within the groups (Johnson & Johnson, 1999b). Students' too must undergo shifts in attitudes if a cooperative learning environment is to succeed. Rather than taking individual ownership of ideas, students need to be taught to share recognition. Moreover, group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships. This is the important part of any lesson which is not given much attention.

According to Johnson and Johnson (1998, 1999), group processing refers to intra-group reflection to identify supportive and ineffective interaction and to decide which group behaviors should continue or be terminated. This involves discussion of what actions were helpful and unhelpful during group work and what actions should be continued and what should change. This process is necessary in building the group's social identity. It also enables groups to focus on group maintenance, facilitates the learning of social skills, and ensures that members receive feedback on their participation (Dornyei, 1997).

Similarly, Putnam (1997) mentioned that as students engage in cooperative activities, they are encouraged to reflect on how well they are achieving the group goal. They also consider how well they functioned as a team-focusing on their success as well as area that needs improvements. Putnam stressed that teachers should also provide students with feedback on functioning of the groups. Together, students and their teachers build understanding about why groups function well and why they struggle and sometimes fail.

2.5. Types of cooperative learning

Johnson, Johnson and Smith, (1998b) developed three ways to integrate cooperative learning in the classroom: formal cooperative learning, informal cooperative learning and cooperative base groups.

Formal cooperative learning: Is students working together, for one period to several weeks, to achieve shared learning goals aimed at joint completion of specific tasks and assignments. Any subject or course assignment may be structured for formal cooperative learning. Groups formed on this basis provide the foundation for all other cooperative learning procedures.

Informal cooperative learning group: Is instructors guide learning in a number of ways:

- Instructors make a number of pre-instructional decisions. An instructor has to decide on the academic and social-skill objectives, the size of groups, the Method of assigning student to groups, the roles students will be assigned, the materials needed to conduct the lesson and the way the room will be arranged.
- The instructor explains to students the task and the concept of positive interdependence. An instructor defines the assignment, teaches the required concepts and strategies, explains positive interdependence and individual accountability, gives the criteria for success and specifies the expected social skill.
- Instructors monitor students. Learning and intervene to assist students with tasks or with interpersonal and group skills. An instructor systematically observes and collects data on each group as it works. When needed, the responsible and accountable for learning the assigned task while helping others learn the task. Learning course content and team skills with instructor intervenes to assist students in completing the task accurately and in working together effectively.

- Instructors assess and evaluate students. Learning and help students process how well their group functioned. Students' learning is carefully assessed and the performance of each is evaluated. Members of the learning groups then process how effectively they worked together.

Informal cooperative learning groups are used primarily to enhance direct instruction (presentation, demonstrations, films and videos) (Johnson, Johnson, & Smith, 1998b). They are typically temporary and ad-hoc, formed for a brief period of time (such as intermittent two-to-four-minute discussions during a class session).

Instructors may use informal cooperative-learning groups during a class by having students turn to a classmate near them to discuss briefly a question posed by the instructor or to summarize what their instructor has just presented. Doing so focuses student attention on the material and ensures that students process it cognitively.

Cooperative base groups: are longer-term groups (lasting for at least a semester) with stable membership whose primary responsibility is to provide each student the support and encouragement he or she needs to make academic progress and to complete the course(s) successfully (Johnson, Johnson, and Smith, 1998b).

The three types of cooperative learning complement and support each other. They might all be used in a single class session (Johnson, Johnson, & Smith, 1998b). Instructors may vary the type and frequency of the use of the three types of cooperative learning. A variety of specific strategies have been developed to apply the three types of cooperative groups (Johnson, Johnson, & Smith, 1998a). For example, when using informal cooperative learning the instructor may use any of the following strategies to supplement lectures at 10 to 15 minute intervals to increase learning: (a) focused discussion pairs, (b) question-and-answer pairs, (c) advanced preparation papers, (d) turn-to-your-neighbor summaries, (e) cooperative note-taking pairs, and (f) read-and-explain pairs.

2.6. Cooperative Learning Methods

Although a large number of cooperative learning strategies have appeared in the literature over the past two decades, research into their use in classroom has focused on four major approaches

or models. These are: “Students’ Teams Learning” approach developed by Robert Slavin and his associates at the John Hopkins University, “Learning Together or Circles of Learning”, developed by David and Rodger Johnson at the University of Minnesota, “Jigsaw”, developed by Elliot Aronson and colleagues at the University of California at Santa Cruz, and “Group Investigation”, developed by Shlomo Sharan and Yael Sharan at the University of Tel Aviv, Israel (Slavin,1990,1994; Knight & Bohimeyer,1990).

Every cooperative strategy has a structure which is a procedure that can be described and followed step-by-step. Whilst the learning content may change, structures remain the same. In the following sections, the four common and most extensively evaluated cooperative learning methods are described.

Student Team Learning

Student team learning methods are cooperative learning techniques developed and researched at John Hopkins University, USA. More than half of all studies of practical cooperative learning methods involve student team learning methods. Student team learning methods emphasize the use of team goals and team success, which can only be achieved if all members of the team learn the objectives being taught. That is, in students’ team learning, students’ task is not to do something as a team but to learn something as a team (Slavin, 1990). Moreover, Slavin expressed that three concepts are central to all student team learning methods: team rewards, individual accountability, and equal opportunities for success. Team is the operative word in the student team learning approaches. It is used to bring the interdependence and motivation that occur in team sports into the classroom (Putnam, 1997:145).

There are four student team learning methods that have been extensively developed and researched. These are:

Student Teams Achievement Division (STAD)

This is a cooperative learning method whereby students are assigned to four or five member learning teams that are mixed in performance level, sex and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have

mastered the lesson. Finally, all students take individual quizzes on the material, at which they may not help one another (Slavin, 1990, 1994; Borich, 2007).

Similarly, Putnam (1997:146) mentioned that STAD is considered the simplest of the Student Team Learning Methods. It involves students in a cycle of: class presentation, team work, individual assessment, and team recognition.

Teams Games Tournaments (TGT)

This was the first of the Johns Hopkins cooperative learning methods. It uses the same teacher presentations and team work as in STAD, but replaces the quizzes with weekly tournaments in which pupils compete with members of other teams to contribute points to their team scores (Borich, 2007; Slavin, 1980,1990; Putnam,1997).

Team Assisted Instruction (TAI)

This is one of the newest cooperative learning activities which combine some of the characteristics of individualized and cooperative learning (Borich, 2007: 389). It shares with STAD and TGT the use of four or five member mixed ability learning teams and certificate for high-performing teams. But where STAD and TGT use a single pace of instruction for the class, TAI combines cooperative learning with individualized instruction for the class. Also, where STAD and TGT apply to most subjects and age levels, TAI is specifically designed to teach mathematics to pupils in grade 3 to 6 or older pupils not ready for a full algebra course.

Cooperative Integrated Reading and Composition (CIRC)

The latest of the student team learning methods is a comprehensive program for teaching reading and writing in the upper elementary grades called cooperative integrated reading and composition or CIRC. In CIRC, teachers use basal readers and reading groups as to the levels and needs of individual learners. Students work in four-member cooperative learning teams. They engage in a series of activities with one another, including reading to one another, making predictions about how narrative stories will come out, summarizing stories, and practicing spelling, decoding, and vocabulary (Slavin, 1994:286).

Thus, all the above four major student team learning methods involve students in mixed-ability teams that stay together for about six weeks. Each team of four or five students selects a group

name and works together to learn material presented by the teacher. While learning the material, students engage in teaching, explaining, elaborating, arguing and evaluating one another understands (Putnam, 1997:145).

Learning together

David and Rodger Johnson at the University of Minnesota developed the Learning Together model of cooperative learning (Johnson & Johnson, 1987) the methods they have researched into involve student working in four or five member heterogeneous groups on assignment sheets. The groups hand in a single sheet, and receive praise and rewards based on the group product (Slavin, 1990:234).

Knight and Bohlmeier (1990:2) also stated that the typical description was that students worked as a group to complete a single group product, shared ideas, and helped each other with answer to questions, made sure that all members were involved and understood group answers and asked for help from each other before asking the teacher, and the teacher praised and rewarded the group on the bases of group performance.

Jigsaw method

Jigsaw was originally designed by Elliot Aronson and his colleagues (Aronson et al., 1978). In Aronson's jigsaw method, students are assigned to six member teams to work on academic material that has been broken down into sections (Slavin, 1990, 1994). Interdependence among students is promoted giving each student in a learning group access to information comprising only one part of a lesson. Students are then accountable to their jigsaw group for teaching that part of the lesson to the rest of the jigsaw group members. In addition, the students from the different groups, each having the same material to learn, meet in counterpart groups to discuss and learn their part of the lesson before attempting to teach the material to the students in their jigsaw groups. In this way, cooperation among students occur (Knight &Bohlmeier, 1990:3).

There can be some obstacles when using the jigsaw technique. One common problem is a dominant student, in order to reduce this problem each jigsaw group has an appointed leader; another problem is a slow student in the group to reduce this problem, the jigsaw technique relies on "expert" groups. Another issue is that of bright students becoming bored bright students

should be encouraged to develop the mindset of a teacher. By being a teacher a boring task can be changed into an exciting challenge.

Group Investigation (GI)

Group investigation, developed by Shlomo Sharan at the University of Tel Aviv, is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects. In this method, students form their own two to six member groups. After choosing sub-topics from a unit that the entire class is studying, the groups break their sub-topics into individual tasks and carry out the activities that are necessary to prepare group reports. Each group then makes a presentation or display to communicate its findings to the entire class (Slavin, 1990, 1994).

Furthermore, Putnam (1997:149) stated that investigating actively engages students in the instructional process by requiring that they carry out investigations, integrate their findings, and make presentation to the class. This method encourages students to determine what they will study and how they will conduct their investigation.

In general, in spite of the differences among the different cooperative learning approaches, all cooperative learning strategies aim to have students assume a high degree of responsibility for their own learning rather than perceiving learning as imposed by others.

2.7. Cooperative Learning and Adult Education

Ideally, strategies for improving instructional effectiveness are based on the theoretical framework of how students learn. Many studies have been conducted on the effectiveness of various instructional strategies. The philosophies and theories of adult education, beginning in the early 1900's, have been directed toward improving instructional effectiveness, and thus, learning. Cranton (1989) noted that many of the theories in adult education could be traced directly to the writings of Dewey (1916, 1938). Lindeman (1926) expanded Dewey's work providing one of the earliest descriptions of the philosophies and tenets of adult education.

Dewey and Lindeman contended that education is a lifelong process based on life experience and the scientific method of learning. Malcolm Knowles (1978, 1980, and 1984) had a major impact on adult education and is credited with popularizing the term andragogy. Knowles contrasted

andragogical or learner-centered methods with pedagogical or teacher-centered methods. He argued that adults differ from pre-adults in many ways that affect learning and how they approach learning (Imel, 1989).

These philosophies support the interactive, social learning concept of cooperative learning and directly associated with the theoretical foundation of this instructional strategy. Dewey, the architect of the Progressive Education Movement, believed that learning is a social process, starting at birth (Dewey, 1916). This movement provided the foundation for cooperative learning with the student at the center of the classroom.

Key features of cooperative learning are consistent with the basic tenets of adult learning theory. Knowles (1984) theory of andragogy states that adults learn best through active and experiential techniques involving discussion and problem solving which allows them to draw on their personal and professional experiences. As the average age of college students increases, the relevance of cooperative learning also increases as adult learners are more likely to be interested in participating with others in the learning process, to assume responsibility for learning, and to work independently with less instructor supervision (Cuseo, 1992). In addition, the issue of increasing diversity also provides relevancy for cooperative learning in that it serves as an effective strategy for enhancing achievement and retention of the changing student population.

The democratic principle promoted by Dewey (1916), Vygotsky, (1962), and Lindeman (1926), that we are dependent on others for survival and also for learning, is the basis of cooperative learning. The theory of social interdependence (Johnson, Johnson, & Smith, 1998), Koffka (1935), Lewin (1936, 1951), and Deutsch (1949, 1995, 2000) created and refined theories related to the theory of social interdependence, group dynamics, an extension of the democratic principle promoted by Dewey, Vygotsky and Lindeman. Koffka (1935) proposed that groups were dynamic wholes in which the interdependence of the members could vary.

Lewin (1936, 1951) refined this theory by stating that the essence of a group is the interdependence among members (created by common goals), resulting in the group being a dynamic whole. A change in the state of any member of the group changes the state of the other members of the group.

Deutsch (1949) extended Lewins interpretation of social interdependence and formulated conceptualized three types of social interdependence: positive (cooperative efforts), negative (competitive efforts), and none (individualistic efforts). These theories provided the foundation for group dynamics that initiated the team-based work environment in the late 1940's and 1950's.

Additional theoretical support for cooperative learning is found in the cognitive learning theory developed by Piaget (1954), which emphasized that learning is based on intrinsic motivation and is constructed by the student. In the cooperative classroom, students jointly construct knowledge, reinforcing resource and role interdependency. The behavioral perspective provides the structure for group work, in that it must be reward and task oriented, providing extrinsic motivation for learning (Johnson, Johnson, & Smith, 1998a). All the facets of learning are addressed collectively in the theoretical foundation for cooperative learning.

The philosophies of the Progressive Education Movement in promoting democracy in the classroom and socially interactive learning, the Gestalt Psychologists in the development of the theory of social interdependence and group dynamics, and the theorists in the development of the cognitive learning theories have all played an important role in the development of both small group learning and adult education.

Johnson and Johnson (1999) credited the establishment of the Lancaster School in the early 1800's with implementing cooperative learning in formal education and later, Colonel Frances Parker, in the late 1800's, promoted cooperative learning in public schools.

In the early 1900.s, Dewey led the movement to change traditional education too socially, interactive learning. In the 1970's a number of educators and theorists promoted cooperative learning at the elementary and secondary levels.

These individuals included Cook, Slavin, Shlomo and Sharan, Cohen, and Kagan. In the early 1990's, however, Roger and David Johnson adapted their model of cooperative learning to higher education. While the recent surge in cooperative learning began in youth education in the late 1960's it has become increasingly popular at the higher education level.

Collaborative learning grew from 1970's initiatives at the college level, but can be found at all educational levels in practice. Different historical perspectives have led the two models in different directions, but the overall goal is to increase social interaction to enhance learning.

The strength of group learning is the foundation of the instructional model insightful research, theory refinement, and extended practice over 100 years.

In the adult education setting, Knowles led the research of group learning in the 1930's inspired by the Research Center for Group Dynamics at the University of Michigan and Kurt Lewin's research efforts in field theory (Rose, 1996). The research in group dynamics led to four general areas of study that included leadership training, the invention of new techniques and the study of the culture of groups, and community relations and social change (Knowles & Knowles, 1959).

All of these were immensely important in the field of adult education, which had just begun the study of the educational process during this same time period (Rose, 1996). For adult educators, the understanding of group processing became a central part of adult education (Bergevin, & Morris, 1950).

Therefore, the widespread use of cooperative learning in different programs of education is largely due to the fact that it is clearly based on theory, validated by research, and operationalized into clear procedures for educators (Johnson, Johnson, & Stanne, 2000). That is why such a learning method is also being practiced in ANFE programs.

2.8. Benefit of cooperative learning in adult and non-formal education

The majority of studies on cooperative learning have taken place in the elementary and secondary schools (Johnson & Johnson, 1989). A limited number of studies, however, have investigated the effectiveness of cooperative learning at the higher education level, mostly in four-year universities and adult education.

Evidence from research demonstrates the multiple benefits of cooperative learning which has been widely identified as one of the most efficient instructional method to promote students social linguistic and affective domains

Social benefit:-cooperative learning groups tend to have characteristics of positive interdependence; shared leadership and responsibility for each other while task and maintenance are emphasized and social skills are directly taught. Traditional learning groups don't possess such features.

Research shows that cooperative learning method increases student motivation and effort by allowing student to work together on common project to attain a shared goal (slavin,& oickle, 1981).Competition on the other hand has been shown to dampen motivation for all but the most facile learners. It result in student feeling greater mutual concern for each other and an overall greater liking of school it also improves race relation (slavin,1986).

Academic benefit:-Cohen (1994) notes that cooperative learning is now an accepted instructional strategy that promotes learning and achievement across the curriculum. It has been used successfully to promotes learning achievement in collaborative writing (Dale, 1995: Zammuner, 1995) problem solving in mathematics (Webb & farivar, 1994), comprehension in reading (Stevens & slavin, 1995a) and conceptual understanding in science (lazarowitz & karsenty, 1990).

Johnson and Johnson (1999) noted that over 375 studies on cooperation in the classroom have been conducted in the past century. They stated the following on cooperative learning: Working together to achieve a common goal produces higher achievement and greater productivity than does working alone. This is so well-confirmed by so much research that it stands as one of the strongest principals of social and organizational psychology (1999, p. 72). These authors also added increased use of higher order thinking skills, greater retention of information, and the development of more positive relationships with peers as other major benefits of cooperative learning (Johnson & Johnson, 1999).

Linguistic benefit:-cooperative learning techniques such as grouping peer tutoring, jigsaw and language modification can create predictable in the classroom and can be used by mainstream teachers as they engage native English speaking and ELLs in activities conducted in English.

Krashen (1985)pointed out that one' second language development is dependent on the amount of comprehensible in put that the learner can have interaction especially cooperative

conversation interaction can increase the opportunity to intake comprehensible inputs and allow learner to advance (Pica, 1994).

Linguistic benefit include those gained from small group work in which task structures ensure the positive involvement of all group members (Doughty & Pica, 1986) and in which genuine rather than pseudo-communication of the target language is established in the classroom (Long & Porter, 1985). Furthermore, studies have shown that cooperative learning will 1) increase language practices opportunity for participants 2) improve the quality of student talk 3) help individualize instruction 4) promotes positive affective climate and 5) motivate learners (Winget, 1988)

Affective benefits:-studies of cooperative learning experiences of consistently indicate numerous positive cognitive and affective outcomes. These include enhanced academic learning, improve self-esteem and frequent social interaction among majority /minority members outside of the learning group, enhanced feeling of trust and acceptance by peers and teachers, expression of more altruistic feelings and increased acts of cooperative behavior in other setting.

Affective domain cooperative learning promotes socialization and positive student interaction (Jordan & Lemetair, 1997; Shachar & Shara, 1994) and improves data reporting cognitive and affective gains for CL method are among the strongest in the professional literature.

Psychological benefit of cooperative learning pertinent for minority student learning English as a second language include the lowering of anxiety and strengthening of motivation, self-esteem and empowerment (Cummins, 1989; Krashen, 1989).

2.9. Limitations of cooperative learning

Most of the limitations of cooperative learning came from not being able to implement the cooperative structures carefully. If the teachers just put the students into groups to learn and did not structure the positive interdependence and individual accountability, then it would not be unusual to find groups where one person did most (or all) of the work and the others signed off as if they had learned it or had done the work. It might be easy to have a “bossy” student who did not allow the others to take part, or other group dynamic problems that might come from not setting the ground rules for behavior and carefully crafting the group dynamics (Kagan, 1995). It

was also considered time-consuming to teach materials in a cooperative way although more students might have learned and retained better of the materials. This might be true, especially, in the beginning when cooperative learning was new to the teacher and to the students. Regarding this, Palmer et al. (2003:14) mentioned that instructors who are unfamiliar with cooperative learning may not initially accept this style of learning because they may feel they will lose control of their classroom, or they may be not sure of the techniques used or possibly even think that it is time consuming. Slavin (1995) has also identified the following pitfalls related to cooperative learning:

Free Rider: If not properly constructed, cooperative learning methods can allow for the “free rider” effect, in which some group members do all or most of the work (learning) which others go along for the ride. The free-rider effect is most likely to occur when the group has a single task, as when they are asked to hand in a single report, complete a single worksheet or produce one single project.

Diffusion of responsibility: Diffusion of responsibility is a situation in which students who are perceived to be less skillful are ignored by other group members. For example, if a group’s assignment is to solve a complex problem, the ideas or contributions of students believed to be poor at English could be ignored or brushed off and there is little incentive for the more active participants in the problem-solving activity to take time to explain what they are doing to the less active group members.

Learning a part of task specialization: When each group member is made responsible for a unique part of the group’s task, as in Jigsaw, group investigation and related methods, there is danger that students may learn a great deal about the portion of the task they worked on themselves but not about the rest of the content.

The discussions on the pitfalls also imply that the instructors should pay attention to the potential barriers to group effectiveness such as lack of group maturity, motivation losses due to perceived inequality, lack of sufficient heterogeneity, uncritically giving one’s dominant response and lack of teamwork skills (Johnson & Johnson, 1999). Therefore, in order to achieve the benefits of cooperative learning, it is necessary to lessen the drawbacks by considering the basic components of cooperative learning while implementing it.

2.10. Challenges in implementing cooperative learning

Teachers and students' perception

Teachers' and students' perception of cooperative learning largely depend on the knowledge they adhere. This means that teachers and students who strongly support the traditional method of teaching assume that the teacher is the only source of knowledge and knows best. To such teachers and students teaching takes predominant role over learning. Indeed students are assumed "empty vessels" to be filled by the teacher (O'Hara and O'Hara, 1998). The authors further write "due to their perceptions many teachers and students tend to avoid active learning".

Classroom condition

Besides social environment of a given institution, the location, size, shape and construction of the classroom, the presence and effective management of different instructional facilities like: furniture, resource center, laboratory and library services have direct bearing in the instructional methods. Lue (2000) explains that teachers who teach many students in over-crowded classroom often say that it is certainly not suitable to provide activities and group works for such classes. Similarly, REB of SNNP (2003), in its survey study has indicated that teachers believe that they cannot do practical activities, problem solving in over - crowded classrooms.

Class size and group composition

It is not suitable to provide different experiments and group works having many students in overcrowded classroom. Sguazzin and Graan, (1998) in their study have indicated that schools in many parts of Africa are composed of large number of students. Thus giving students enough attention and meeting the need of every student so as to engage actively in learning process is difficult.

In group composition ,the principle is consists of integrating and mixing the students of the groups including people of different sex, ethnicity, social class, religion, personality, age, language proficiency. The small groups usually are composed by four or five students who can interchange ideas and give different point of view to help each other and get a common aim. In addition, the way to organize the groups influence in the learners' discipline, classroom management and the successful of the activity.

The physical environment

A number of schools confirmed that the physical environment (classroom arrangement, furniture arrangement, classroom appearance and layout etc) contribute a lot to promote active learning. A clean and well-kept room with appropriate resources and well aired room help to establish a positive contribution to implement active learning (Sguazzin & Graan, 19987).

The design of the teaching module

Most text books and modules do not incorporate active or cooperative learning. They only serve one-way instruction. In one way communication the learner reads what has been written but in no way responds to the material. This greatly reduces the creativity of the learners and the implementation of it (Leu, 2000).

Cooperative task structure encourages or required students to work together on the task by coordinating their efforts to complete the task. There are two type of task structure which are task specialization which requires each group member to be responsible for a unique parts of the group activities and in the other type group study includes everyone in the group and the task is completed together without separate tasks (slavin, 1983).During implementing cooperative learning in classrooms, when the task not properly organized it result high achievers were concerned with getting task completed as quickly as possible. Therefore, the low achievers may be discouraged from active participation in task. A lesson ended abruptly without sufficient time for students to summaries what they had learned.

In summarizing of the review of the related literature, Natasi and Clements as (cited in Gilliam, 2002) noted that the research on cooperative learning conducted at all educational levels indicated that benefits are universal, regardless of the age of the student. Cognitive-academic and social-emotional benefits were evident at all educational levels and in all types of cultural ethnic environments. The research studies indicated that participation in cooperative learning enhanced academic achievement and cognitive growth, motivation and positive attitudes toward learning, social competence and interpersonal relations. Cooperative learning has been used effectively across a variety of content areas including mathematics, reading, social studies and science. The studies consistently showed that cooperative goal structures are more effective than individualistic or competitive structures of the traditional classroom.

Most of the research on cooperative learning has been conducted to validate specific cooperative learning procedures (Johnson, Johnson, & Stanne, 2000). These are typically laboratory studies of short-term effects and aimed at testing theory and those demonstrating that a cooperative learning method worked in a specific situation. The majority of these studies, however, did not measure the effectiveness of cooperative learning. Effectiveness studies 'real-world' studies of how cooperative learning is actually delivered or the outcomes of cooperative learning have not been reviewed collectively. A need exists for effectiveness studies.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the approaches and methods employed for data collection and analysis. The first sub-section of this chapter presents the description of the study design. Then the details of methodology used to conduct the overall study are discussed such as sampling procedure and techniques, method and instrument used for collecting data pertaining to each of the specific objectives as well as the method employed for data analysis.

This study employed a qualitative phenomenological design which sought to investigate the application of elements and benefits of cooperative learning in adult and non-formal education. In this chapter, a description will be made on the research methodology used in this study.

3.1. Design of the study

The main purpose of the study is to investigate the role of cooperative learning in adult and non-formal education. The study has been undertaken by using qualitative research method with phenomenological study design. Because, qualitative research method enables the researcher to study a small sample of target group in depth in its natural settings, from the perspective of participants and observation of which the researcher is going to describe deeply what s/he observed (Bikten& Bogdon, 1992: 46-48).

In this study, as a qualitative researcher, the researcher met the following five characteristics: (a) the researcher was interested in understanding the meanings people have constructed from their experiences; (b) the researcher was the primary instrument for data collection and analysis; (c) the researcher conducted fieldwork, which involved on-site observations to examine behavior in its natural setting; (d) the researcher primarily employed a research strategy, which built abstractions, concepts, hypotheses, or theories rather than testing existing theory; and (e) the researcher recognized that qualitative research focused on process, meaning, and understanding; the product of a qualitative study was richly descriptive. Data in the form of participants' own words and direct citations from documents were likely to be included to support the findings of the study (Merriam, 1998).

This qualitative research with phenomenological study design allowed data to flow from the perspective of the facilitators and adult learners. This research design enables all the participants to express their own views and opinion about their experience as they experienced it. Patton (2002), discuss the confusion and difficulties of properly defining and understanding phenomenology. He clarifies by highlighting that, at its core, phenomenology is about how people make sense of their reality and how their perceptions inform their sense making, how people experience some phenomenon, how they perceive it, describe it, feel about it, judge it, remember it, make sense of it and talk about it with others.

3.2. Population and sampling

Setting of the study

The area which has been chosen to conduct this study is selected centers in Arada Sub-city, which are found in Addis Ababa City Administration, the capital of Ethiopia. In Arada Sub-city, there are a total of 18 adult and non-formal centers, out of these five adult and non-formal education centers were chosen purposively. They included Atse Naode, Meskerem Hulet, Atse Fasile, Berhan Ethiopia, and Jon of Kennedy. The reason that the researcher selected this sub-city was according to the information gained from the sub-city education office, this sub-city actively participating in adult and non-formal education. As a result the researcher could get available information about the implementation of cooperative learning in adult and non-formal education, benefits that the learners gained from the program and to analyze the challenges encountered the practitioners and trainers to make use of cooperative learning effective.

3.3. Data collection instruments and procedure

In order to obtain adequate information and examine about the effective implementation of the elements of cooperative learning, the benefits it provides to the students and the challenges that encountered the effective implementation of this learning strategy in adult and lifelong learning program, the participants of the study have been selected purposefully. The main instruments used in collecting data for the present study include interview guideline and observation checklists. The instruments were adapted based on the ideas of cooperative learning elements of Johnson and Johnson (1999).

3.3.1. Interview guide

In order to obtain data from the participants of the study, interview guide was used as a principal instrument. From purposefully identified five centers that run the program in Arada sub-city, the researcher selected three team leaders from each selected ANFE centers. Moreover, the researcher selected five facilitators, one from each centers. Therefore, a total of 20 participants were used to gather data pertinent to the purpose of the study.

A semi-structure interview has been used in Amharic language to make the interview sessions simple and convenient for the participants. The researcher applied a semi structured interview questions so as to make the interview sessions friendly and to give opportunity to the participants express their views, beliefs and perception. After developing interview questions, the interview format had been given to the advisor for correction. This was later followed by checking the content and face validity for further improvement of the items. The face validity of the instruments was checked by five professionals from the College of Education and Behavioral Studies of Addis Ababa University. Finally, after including the comments given by five educators from the college, the guide was translated into Amharic language to make it ready for the pilot study.

The interviews were conducted depending on convenience of time and place for both interviewee and researcher. The interview with each purposefully selected fifteen students and five facilitators has been held in class on his/her free time and in each selected classroom. By asking the willingness of each respondent, the researcher used tape recorders to record the interviews.

3.3.2. Observation checklist

Observation allows a researcher to get first hand information of natural and reliable data in its natural setting and using this method is important to get first hand information. In addition, if used properly, observation methods avoid the inaccuracy and bias of self report data obtained from interviewees.

Due to the above mentioned reasons, non- participant observation had been chosen to gather the necessary data about the implementation of the elements, benefits obtained from learning cooperatively and challenges of implementing cooperative learning in adult and non-formal

education. The researcher conducted the classroom observation in order to cross-check the truthfulness of the participants' information.

The classroom observation was conducted in classes in two sections. Each of the observation time took one period which is 40 minutes. Therefore, a total of 10 sessions of observations (two sections in a selected school) were employed to corroborate the data gathered through interviews.

To increase the reliability and validity of the data and to reduce the impact of external factor, the researcher had continuously observed and recorded the occurrence or non-occurrence of the elements of cooperative learning during each observation sessions. The researcher had employed observation checklist that consists of points that indicate the implementation of elements of the cooperative learning and challenges of its implement (see Appendix C).

Employing triangulation approach is highly recommended in qualitative research because this approach enables the researcher to obtain adequate data about the research problem and it also helps the researcher to crosscheck the gathering instrument (Mertens & Malaugwin, 1994). Therefore, in this study observation was used to triangulate the data obtained through interview. Moreover, such triangulation helps in validating the data obtained from the participants of the study.

Before engaging in the actual data collection, a letter of permission and support was obtained both from the Department of Curriculum and Teachers' Professional Development Studies and Arada Sub-city Education Office and submitted to purposefully selected five centers which run the program.

Pre-testing of the instrument

The researcher tested the interview guidelines before using them for the final study. Pre-testing of the instrument is done to determine its feasibility and validity (Brink & Wood 1998:259). Validity refers to the degree to which an instrument measures what it is supposed to be measuring (Polit & Beck 2004: 422). The interview guidelines were assessed for face validity and content validity. Face validity refers to whether the instrument appears as it is measuring the appropriate construct (Polit & Beck 2004: 423). Content validity is defined as the sampling adequacy of items for the construct that is measured (Polit & Beck 2004: 423).

During data collection there might be questions that participants did not understand. To minimize such errors, the researcher administered piloting the interview guidelines procedures in two different persons. Feedback collected during pilot testing was used to revise and improve the items prior to administering the interview guidelines to study participants. To acquire the most accurate feedback, the researcher was piloting the interview guidelines with individual similar to those took part in the actual study. For instance, if a researcher plans to survey teachers for a study, then he/she should pilot test the survey with teachers (Gay et al., 2006).

Individuals who completed the interview guidelines during a pilot test were encouraged to provide feedback regarding the cover letter, clarity of directions, specific survey items, correctness of grammar, punctuation, and spelling, clarity of language and terms used and procedures followed by the researcher to collect data. By that Pilot test respondents were given a right direction of the interview guideline to have completeness or overall depth of the interview to verify content validity (the degree to which items on the interview correspond to the intended topic of which the researcher was attempting to gather information (Slavin, 2007).

In order to increase credibility and validity of the result, the researcher used triangulation techniques. According to Fielding and Fielding as (cited in Maxwell, 2005) triangulation is an approach to research that uses combination of more than one research strategies in a single investigation. It is a powerful technique that facilitates validation of the data through cross verification from more than two sources, overcome the weakness or biases and the problems that come from single method or single observation. The purpose of this triangulation in qualitative research is to increase credibility and validity of the result.

3.4. Method of data analysis

Yin (1994) defined data analysis as examining, categorizing, tabulating or combining evidence to address the initial research questions. Because no set guidelines or strategies defined the process and analyzing qualitative data was challenging. According to Merriam (1998), the purpose of data analysis was to derive meaning from the data by consolidating, reducing, and interpreting what people have said in addition to what the researcher had seen and read. As data analysis proceeded, the researcher considered both concrete data and abstract concepts by using both inductive and deductive reasoning. Description and interpretation were additional elements in

this complex process. The findings of this study resulted from the meanings or understandings or insights as determined by the researcher.

Qualitative data which was based on observation and interview were not usually immediately ready for analysis. It rather requires the same processing in the field notes need to be corrected and documents need to be reduced and categorized. Therefore, in order to make the data accessible for analysis, the following activity has been done. The result of observation field notes had been coded, edited and categorized as classroom observation and which data is related to which research question. Interview result tape recorded had been transcribed from the recorded tape as stated and then translated from Amharic to English version and categorized.

Based on the data collected through observation and interview had been analyzed thematically by integrated to the research questions.

1.1. Ethical Considerations

Permission letter was granted from Addis Ababa University to Arada Sub-city Bureau of Education. Permission to undertake the interview and observation was obtained from the Arada Sub-city Bureau of Education from selected adult and non-formal centers. Informed consents were also obtained from the study participants after explaining the purpose of the study. Participation of all respondents in the survey was strictly voluntary. Measures were taken to assure the respect, dignity and freedom of each participating individual in the interview. Appropriate measures were taken to assure confidentiality of the information both during and after data collection.

CHAPTER FOUR

PRESENTATION, ANALYSES AND INTERPRETATION OF THE STUDY

In this chapter, the collected data were presented, analyzed and interpreted. This chapter describes the study result obtained from the selected respondents and attempts have been made to qualitative analysis that was conducted to address specific objectives of the thesis are presented and discussed as follows.

The purpose of this phenomenological study was to examine the role of cooperative learning in adult and non-formal education .Patton (2002) indicates that this type of study captures how an individual experiences a phenomenon. He clarifies that experience as how they perceive it, describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others (p.104).

This study afforded the opportunity for the participants to explore and discuss their experiences through their own personal lens and for me to observe participants using cooperative learning in the classroom. The study explored role of cooperative leaning in adult and non-formal classroom.

In this chapter, I analysis of the data from the interviews of purposefully selected 15 adult learner and their 5 facilitator's one from each selected centers and observations of classroom are made.

The specific questions guiding this research concerning role of cooperative learning were developed and used as guides for the analysis.

The themes were identified according to the main objective of the research and research questions. The themes in this study were elements of cooperative learning, benefit of cooperative learning and challenge to implement it.

4.1. Elements of cooperative learning

Positive interdependent: - exists when group members perceive that they are linked with each other in a way that one cannot succeed unless every one succeeds like a sense of sink or swim together or if one of us fails then we all fail.

Throughout the interviews the majority of participants see their success as team member success and they also committed to other team members' success as well. The students support one another in encouraging each other so that they do not leave the school before completing the program and discouraging absentees. Moreover, the students who perform better help their team members who were passive and could not achieve better due to the different reasons. Good examples here include responses of the following interviewed participant of the study:

I am very much committed to help other team member's success by saying don't be absent, push on your education, if something happens, I let them understand or realize their target in education (BEST₂,14/07/07).

The students realized the importance and practice of positive interdependence like working together for common goal and helping each other in groups had positive impact or contributed to student's success and hard work and improves learning.

Individual and group accountability: refers to the group being accountable for achieving its goals, but also each member being accountable for their contribution and for learning the material.

The participants all feel that their team members are happy when their group or members of the group success in learning, they also discuss on how to improve their grades, share equal responsibility in completing group work, achievement of their goals and individual learning. Individuals in a group contribute to success of the team by contributing in creating ideas, equally participating in group discussion and carried out different role in the group like being leader or secretary. Overall, the students believe that members in the group share equal responsibility and feel happy when the group members achieve their goal as evidenced by the following comments from one of the participant students

They are very happy to bring about success in attaining better levels with good participation/working in organized manner and they also participate after seeing me. All of us have equal share of responsibility of group work .Each of us has to contribute to the group in order to achieve the goal (BEST₁, 14/07/07).

In individual accountability, students need to ensure that group members share responsibility and work toward achievement of their goal because this is consistent with knowledge building and it' was crucial for the successful implementation and maintenance of cooperative learning

Promoting interaction: occurs when members share resources such as learning material as well as help, support, encourage and praise each other's efforts. Promoting interaction aims to enhance group cohesion.

By using promoting interaction element in classroom, adult learner work together as a team; this includes helping, sharing, explaining, assisting and encouraging each other. The adult learner says there is face- to - face interaction in the classroom and provide personal and academic support to help each other in the group. In supporting this, one of the participants stated the following on the question's there was face to face interaction and do group members share resource, encourage, support and committed to help other?

We have face-to face interaction. We meet before class starts and closely discuss together how to improve our learning or if we have problem, we take and solve our problems. We support each other and lend material for example, if someone does not have or does not bring books we share our books. We support, encourage and praise each other's efforts to learn For example, if someone in the group a do good job, we say you are doing a good job, very well (BES_{t1},14/07/07).

Face to face interaction is one of the most important elements in cooperative learning .In face to face interaction, adult learners provide effective help and feedback which promotes discussion, advocating effort to achieve mutual goal and feeling less anxious.

Interpersonal and small group skills, team work (Social skills):-these include communication, trust, leadership, decision making and conflict resolution in addition to students learning the academic subject matter and involving every member in the learning process.

Using this element in classroom, students develop communication, leadership skill, trust building among group members and conflict management skills. In supporting these, students said that they learn leadership skills, trust building, communication and conflict management skills in our team and they shared their experiences and advise those who like them (BES_{t1},14/07/07).

However, a few of the participant students disagreed with the above comments and had to say the following:

We don't learn decision making skills; trust building and conflict management skills informally in their team (JKSt₃, 16/06/07).

From the researcher's observation, the researcher didn't see members in the group making skillful decision and effective leadership.

Researchers noted that developing social skills for effective cooperative work do not magically appear when cooperative lessons are employed. It required students to engage simultaneously in task work (learning academic subject matter) and team work (functioning effectively as a group) and also requires skilled individuals in a group. But developing social skill is important as academic skills because it empowers students to manage both team work and task work successfully.

Group process: exists when group members reflect on how well they are achieving their goals, maintaining effective working relationships and then make adjustments accordingly. (Reflecting on how well the team is functioning and how to function even better).

From the reflection of students on group processing, student discussed how well they achieve their goal, maintaining effective relationship as the result of their open discussion; they change inappropriate behaviors of group members. A comment supporting this view is provided:

We discuss over any issue like how to realize the team goal/business relation. We discuss and agree over which of the things we can do best among the group members and during this discussion first there was a tendency of opposing in the group members but now all of them have accepted it willingly. After discussion in the group, there is no one who disturbs after the teacher goes out and they all properly learn when the teacher is in, now all of them have improved their problem of studying, coming without does homework and disturbing within classrooms. (M2St1, 15/07/07).

In order to establish effective cooperative learning environment in using group processing, students must undergo shift in altitude, feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments.

In this study, from the interview and class room observation all elements of cooperative learning were implemented. But to some extent there were variation in using elements of cooperative learning in classroom. Among those mostly used is positive interdependent and least on is interpersonal and small group skills team work. The overall elements of cooperative learning used in class indicate the effective implementation and current status of cooperative leaning in

adult and non-formal centers. This effectively implements cooperative learning and contributes to students' benefits from cooperative learning.

This finding is in line with research done by Johnson and Johnson (1990) and reported as “the first and the most essential element is positive interdependence. The perception of positive interdependence is the most important factor governing effective cooperative learning because its presence largely defines the presence of cooperation.

This finding is also in line with the extensive research has shown that relative to traditional individual and competitive modes of instruction, properly implemented cooperative(using the element of cooperative) learning leads to greater learning and superior development of communication and teamwork skills e.g. leadership, project management and conflict resolution skills (Johnson et al 1998 ; Smith *et al*, 2005).

4.2. Benefit of cooperative learning

Cooperative learning is considered to be an effective method to improve teaching and learning processes in classroom rather than more traditional whole-class methods of teaching. Four benefits of cooperative learning include academic benefit, social skill, linguistic and affective benefit (Johnson and Johnson, 1990).

Academic benefit:-cooperative learning promotes critical thinking, creative problem solving and synthesis of knowledge, learning decision making and achievement across the curriculum. It has been used successfully to promote learning achievement in collaborative writing, problem solving in mathematics, comprehension in reading and conceptual understanding in science (Johnson & Johnson, 1999).

Students believed that the cooperative learning method provided them with opportunities to improve grades, reading and problem solving skills and also help each other with difficult subject matter. When students were asked, what academic benefit the team members gained as the result of learning in the team, they explained that they scored low grades when they were learning independently. However, through learning cooperatively, their achievement by the term has been improved and now there is no student who scores below the minimum and they understand more easily what they could not understand from their facilitators (M2St₁, 15/07/07).

Most of the facilitators also support the thoughts of students on academic benefit of cooperative learning. They had the view that low achieving students' share knowledge from high achieving ones in learning in cooperative group as the result all students had the opportunity to expand their knowledge (BEf,14/07/07).

Students' perception of academic benefit is high like increasing achievement and problem solving skills in cooperative learning method in adult and non-formal centers. This idea was also supported by facilitators. Finally, the findings suggest that cooperative learning helps students to increase achievement, reading and problem solving skills.

This study found out that working in cooperative learning groups led to improvements in most of student's knowledge. The research finding showed that students work cooperatively and utilize effective cooperative learning strategies to learn effectively and develop cognitive capacitances.

This research is consistent with prior research exploring cooperative learning and has found out that it can have a significant impact on academic effectiveness. For example, Yamarika (2007) conducted a study in which one area of the curriculum was taught using cooperative learning methods and another area was taught in a traditional lecture format. Using multivariate regression analysis, he found out that students taught by cooperative learning achieved a greater academic performance in the form of higher exam scores. This study was supported by Kose, Sahin, Ergün, and Gezer (2010) who found out that student who was assigned to a cooperative learning group performed better compared to controls.

Social benefit: - cooperative learning groups tend to have characteristics of positive interdependence or relation, shared leadership and responsibility for each other, social skills were directly taught.

The students talk about their life, the problem encountered and support in time of difficulties. The following illustrates students' social benefit of cooperative learning

We talk about life, we have Ekub/deposit/ and we have also savings, we also discuss about the problems we have been encountering and support each other in times of difficulty. There is a tendency of trust since this is the very foundation of human beings. We work together and build up positive relationships to promote our learning and develop our skills (M2St₁, 15/07/07).

The facilitator also support the students thought of social benefit of cooperative learning. Cooperative learning benefits students in the group to know and practice saving culture and effective use of income.

Every learner has come from different localities. Thus by arising from their respective culture, tradition and norm in cooperative learning, students share their experience and culture as a result they learned saving culture and effective use of income and also developing positive relationship among students' help them to learn better. (ANf,14/07/07).

Students noted the social benefits of working in groups. They also reported greater empowerment and more positive attitudes towards learning. The result of greater empowerment and positive attitudes towards learning are supported by the researcher's classroom observation of the cooperative behaviors' of students while working. The researcher's classroom observation of lessons during cooperative learning confirmed that students were empowered and displayed a willingness to be involved, share and discuss ideas in learning activities in the classrooms.

The above discussion strongly suggests that cooperative learning method is a more effective method for delivering interpersonal and communication skills and this result is in line with Opdecam, Evelien and Everaert ,(2012) who stated that cooperative learning increases problem solving, team work and may help improve students' interpersonal skills since communication and group interactive skills are often fostered in this learning environment. So cooperative learning develops social skills and improves their communication.

Linguistic benefits: - in cooperative learning, students learn in the group and interact and communicate with each other most frequently, this results increase language practice opportunity for participant, improve the quality of student talk, help individualize instruction, promotes positive affective climate and motivate learners.

The students thought that during cooperative learning they communicate and discuss freely, this makes them to practice the language without feeling ashamed or thinking that the student in the class laugh at them but get the support. Group members experience about how they solve this kind of problem and encouragement from the group members to practice. The following comment clearly shows that the student's thought on the language benefit:

Those who know the language poorly have been learning the language as they have heard and learn from us and we highly motivated them to learn and practice the language (M2st₂, 15/07/07).

A facilitator also supported the students' thought in getting language benefit from cooperative learning. The majority of them are not speaking Amharic as their native language which made the medium of instruction very challenging but now they have got the chance to learn speaking, reading and writing through practice and listening the language from members in group learning (Aff ,17/07/07).

Based on the above discussions, this study found out that students had linguistic benefits by participating in cooperative learning because cooperative learning routinely provides opportunities for students to work together to construct meaning and share understandings .This finding is consistent with prior research on second language learning that shown that for students to reach high levels of proficiency, they must engage in a great deal of oral interaction, jointly negotiating meaning and solving problems (Krashen, 1985)

Affective benefits: - are individual factors that have to do with internal factors that are part of the learner's personality and include anxiety, motivation as well as self- esteem and self - confidence. It includes enhanced academic learning, improved self-esteem and frequent social interaction among majority and minority members outside of the learning group, enhanced feeling of trust and acceptance by peers and teachers, expression of more altruistic feelings, promotes socialization and positive student interaction, lowering of anxiety and strengthening of motivation, self-esteem and empowerment and increased acts of cooperative behavior in other setting. (Krashen,1985).

As result of cooperative classroom, students improved their self - confides, self – steam, positive peer relationships. They became confident enough to stand up in front of the class to express their ideas. Good example, here is that before starting learning cooperatively, the students were afraid of asking questions. However, after starting learning through cooperative strategy, they have developed self-confidence to speak outright and freely, able to read, write and now they start reading newspapers in Amharic and able to manage getting employment, think to pursue their working as employees (JKSt₃,16/07/07).

The facilitators also supported students' thought that cooperative learning helps the student to develop self-confidence, self-esteem and motivation to pursue their education in more confident ways. In similar ways, most of the facilitators comment that the students' self-confidence is significantly increasing from their previous one and they want to learn the subject in more motivated attitudes than before (BEf, 14/07/07).

The discussion also revealed that most students had gained high self-esteem and increased self-regulation. The overall feelings on participation indicated that cooperative learning group was helpful and gave them more confidence and comfort to speak in front of the whole group.

This finding is in line with different studies on the role of cooperative learning in increasing learners' self-esteem and self-confidence on learners' achievements are common. For example, Dornyei (2001) claimed that in cooperative learning environments, learners build more positive attitudes, develop higher self-confidence and self-esteem. Similarly, Maslow (1968 cited in De Andrès 1999, p. 87) recognized, in his hierarchy of needs, that self-esteem can be increased by constructing a learning environment in which feelings of belonging and security are present.

In general, the findings of this study support many of the proven benefits of the cooperative learning method and suggest that the cooperative learning method has had a positive effect on students' learning in adult and non-formal education. It was evident that students in this study were enthusiastic about working in groups and helping one another to learn.

4.3. Challenges in cooperative learning

Implementing cooperative learning is not without problem. The challenges in the implementation of cooperative learning are teachers' related and students' related. In students' related, such as the age and behavior of the students, the size of the class, the time and support they have, the amount and type of student training, the level of teacher and student understanding and so on. Teacher related factors are limited knowledge and negative attitude toward use of cooperative learning.

The students thought that cooperative learning was effectively implemented in their classroom without any problem. The following comment is a good example: *We have no problems because we are having smooth relation between our groups* (AFS₁, 17/07/07).

But these students thought were not supported by facilitators. The facilitator responded that implementing cooperative learning was difficult because students associated cooperative learning to political agenda of the ruling party and absence of students made it difficult to implement it. This thought was supported by the following comment

There are tendencies of absence ,which made disruption of the five in one group and associating their previous stand from home with five in one group thinking and politics.(AFf,17/07/07).

The finding also reveals that challenge in implementing cooperative learning are students absents from class make it challenging to implements it.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises summary, conclusions and recommendation of the researcher results. Summary was made by taking the major finding of the study. Conclusions were also given by incorporating personal insights and the finding of analyzed data. After summary and conclusions of the study had been made, some possible suggestions were forwarded.

5.1. Summary

The purpose of this phenomenological study was to investigate the role of cooperative learning in adult and non-formal education. In addition, the study explored current status, benefits and challenges in implementing cooperative learning in Arada Sub-city. The specific questions guiding this research concerning role of cooperative learning were developed and are listed as follows:

1. What are the elements of cooperative learning that are implemented in the adult and non-formal education centers?
2. How do the students and facilitators of adult and non-formal education explain benefits of cooperative learning in adult and non-formal education?
3. What are the challenges identified in implementing cooperative learning in adult and non-formal education centers?

The methodology followed in this research was qualitative research approach with the phenomenological type. Participants of the research were fifteen team leaders of the cooperative learning and their five facilitators in five centers of adult and non-formal education in Arada Sub-city of Addis Ababa City. Twenty-interview sessions and ten observation sessions were conducted to collect data through semi-structured interview and ten non-participant observation sessions. The qualitatively analyzed data led to the following findings.

- **Elements of cooperative learning implemented in adult and non-formal education centers**

The findings of the study revealed that majority of the study participants perceived that all the five elements of cooperative learning (positive interdependence, individual accountability,

interpersonal and small group skill, face to face interaction and group processing) identified by Johnson and Johnson (1999) were implemented in the class rooms.

- **The benefit of cooperative learning in adult and non-formal education**

The finding of the study revealed that cooperative learning had academic, social, linguistic and affective benefit on adult and non-formal education.

- **Challenges in implementing cooperative learning in adult and non-formal education**

The findings revealed that absent students and associating cooperative learning to issues of the political agenda of the ruling party were challenges that exists in implementing the cooperative learning in adult and non-formal education effectively.

5.2. Conclusions

Cooperative learning is a very useful method of teaching in adult and non- formal education. It was also found out that cooperative learning has benefit including academic, social, linguistic and affective aspects of the adult learners.

The use of the cooperative learning naturally developed the interest of working with their colleagues and that they learnt from each other and hence learnt better. They also cultivated positive attitudes towards one another.

It was also found out that most of the elements of cooperative leaning identified by Johnson and Johnson (1999) were implemented in classrooms, and the main challenges to implement cooperative learning in adult and non-formal classrooms included the absence of students and associated cooperative learning to issues of the political agenda of the ruling party despite the prevalence and application of cooperative learning long ago.

5.3. Recommendations

Based on the conclusions, the following are suggested.

- Head of schools should ensure that facilitators implement cooperative learning in his /her classrooms.
- The facilitators should use different cooperative learning methods in addition to student team learning method.

- The facilitators should change the team members frequently.
- The heads of the schools and the facilitators should create awareness that cooperative learning is not associated with the political agenda of the ruling party.
- The head of schools and facilitators should come up with plan to reduce the number of absent students.

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APPENDIX-A
ADDIS ABABA UNIVERSITY

SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF ADULT AND LIFELONG LEARNING

Guideline for Interview with adult learner

Purpose of the questioner is to find out the issues revolving around cooperative learning in adult and non-formal education in Arada sub cities, Addis Ababa. It is used for a partial fulfillment of Master of art in Adult and Lifelong Learning. Thus, your contribution has a paramount importance for the quality of the paper. Confidentiality is guaranteed, so please answer questions openly and honestly.

I thank you in advance for your cooperation

Name of school: _____

1. Positive interdependence

1.1. How do you see your success in relation to your team members' success?

1.2. Are you committed to other team members' success as well?

2. Individual and group accountability

2.1. What do your team members feel about your success?

2.2. How do they contribute to the success of the team?

2.3. Do group members do their share of the group work?

3. Promoting interaction

3.1. Is there a face to face interaction in your cooperative learning team?

3.2. Do all members share resources and help each other well?

3.3. Do they support, encourage and praise each other's efforts to learn? How?

3.4. Are your team members committed to help others members? Do these members also help the one who help them? How? Mention an example

4. Social skills (interpersonal and small group skills) team work

4.1. Do your group members learn how to provide effective leadership? If so, how?

4.2. Do they learn decision making skills, trust building, communication and conflict management skills informally in their team? If so, mention some of them.

5. Group process

5.1. Do you discuss how well you are achieving your goals and maintain effective working relationships if so, would you describe what members' actions are helpful and unhelpful?

5.2. What behavior you changed or continued as the result of the decisions you made in the discussion?

5.3. Do team members provide constrictive feed back to other in the group?

6. What benefits do your team members gain as a result of learning in team?

6.1. Social benefit

6.2. Academic benefit

6.3. Linguistic benefit

6.4. Affective benefits

7. What challenges you observe in learning cooperatively in this program? Hint:-maturity, motivation to learn social skills of the team members

8. What do you suggest to effectively impalement cooperative learning in your program?

Thank you

Appendix-B
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral studies
Department of Adult and Lifelong learning

Guideline for Interview with Facilitator

Purpose of the questioner is to find out the issues revolving around cooperative learning in adult and non-formal education in Arada sub cities, Addis Ababa. It is used for a partial fulfillment of Master of art in Adult and Lifelong Learning. Thus, your contribution has a paramount importance for the quality of the paper. Confidentiality is guaranteed, so please answer questions openly and honestly.

I thank you in advance for your cooperation

Name of school: _____

1. What benefits do your students gain as a result of learning in team?
 - 1.1. Social benefit
 - 1.2. Academic benefit
 - 1.3. Linguistic benefit
 - 1.4. Affective benefits
- 2 .What challenges you observe in teaching cooperatively in this program? Hint:-maturity, motivation to learn social skills of the team members
3. What do you suggest to effectively impalement cooperative learning in your?

Thank you

Appendix-C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of adult and Life-Long Learning

Observation checklist to collect data from cooperative learning group classrooms

The purpose of this observation checklist is to collect data through observing the cooperative learning groups in the adult learners in adult learning centers in Arada Sub-City of Addis Ababa City Administration. The researcher herself fills the checklist.

Date of Observation _____

Name of the Adult Learning/training center observed _____

Class and grade/level _____

Duration of the observation _____

SN	Expected Behavior	Yes	NO	Remark
	I. Positive Interdependence			
1.1	The students in the group are found committed to the success of each of their members.			
1.2	The students are oriented toward a desired out come.			
1.3	The students motivates each other to accomplish beyond their individual achievement			
1.4	The student are responsible for completing their tasks			
1.5	The students realizing their efforts are required for the group to achieve its goal.			
	II. Individual and Group accountability			
2.1	The group is delight when their team members are successful			
2.2	Each member in the group show happiness when the group is successful			
2.3	Each of the members in the group contributes its parts to the success of the team			

2.4	Group members do their share of the group work			
	III. Promoting interaction			
3.1	There is face to face interaction in the cooperative learning team			
3.2	All members are found sharing resources			
3.3	All members encourage each other's efforts to learn			
3.4	All members praise each other's efforts to learn			
3.5	All members help each other well			
3.6	Team members are committed to help other members			
3.7	The helped ones also retaliate through doing the same to the members			
	Iv. Social Skills			
4.1	Members in the group provide effective leadership			
4.2	Members in the group make skillful decisions			
4.3	There is trust building skills in			
4.4	Members in the group show good communication skills			
4.5	Members in the team effectively manage conflicts when raised			
	v. Group Process			
5.1	Members discuss on how well they are achieving their goals			
5.2	Team members discuss on how well they are maintaining effective work relationships			
5.3	Each members provide constructive feedback to others in the group			

Please include some important point you observed but cannot cached by this checklist

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Appendix – D

አዲስ አበባ ዩኒቨርሲቲ

የባህሪ ጥናትና ስርዓተ ትምህርት ክፍል

የተማሪዎች ቃለ መጠይቅ

1. በተማሪዎች መካከል የሚኖር መደጋፈፍ

- በቡድን አባላት መካከል ውስጥ የእርስዎን ሚና እንዴት ያዩታል?
- ከእርስዎ አልፎ ሌሎች የቡድን አባላት መካከል የተሰጡ ነዎትን?

2. የግለሰባዊ እና የቡድን ተጠያቂነት

- የቡድን አባላት መካከል ስለ ስኬታማነት ምን ያስባሉ/ይሰማቸዋል?
- የቡድን አባላት የቡድን መካከል እንዴት አስተዋጽኦ ያደርጋል?
- ከቡድን አባላት የቡድኑ ስራ የሚያጋሩት እነማናቸው?

3. በቡድን አባላት መካከል የእርስ በእርስ ግንኙነትን ማሳደግ

- በቡድን የትብብር ትምህርት አባላት መካከል የፊት ለፊት ግንኙነት አለን?
- ሁሉም የቡድኑ አባላት ያላቸውን ማቴሪያሎች እርስ በእርሳቸው የመጋራት እና የመረዳዳት አሰራር አላቸው?
- የቡድን አባላት እርስ በእርሳቸው የመማር ጥረታቸውን ለመደገፍ እንዴት አንዳቸው ለአንዳቸው ይደጋፈፋሉ? ይበረታታሉ? ይመሰግናሉ?
- የቡድን አባላት የሌሎች ቡድን አባላትን ለመርዳት የተሰጡ ናቸው?
- የቡድን አባላት እርዳታ የሚያቀርቡላቸውን ሰው በምላሹ ያግዙታልን? አዎ ከሆነ መልስዎ እንዴት? ምሳሌ ይጥቀሱ
- የማህበራዊ ብቃት (በግለሰቦች መካከል እና በአነስተኛ የቡድን ብቃቶች መካከል ያሉ) ማህበራዊ ብቃቶች

4. (የቡድን ስራ)

- የቡድን አባላት አስተማማኝ የአመራር ብቃትን ለማቅረብ እንዴት ይማማራሉ? አዎ ከሆነ መልስዎ? እንዴት?
- የውሳኔ አሰጣጥ ብቃትን? አመኔታን መገንባት? የግንኙነት እና የግጭት አወጋገድ ብቃቶችን በቡድኑ ውስጥ መደበኛ ባልሆነ መልኩ ይመራሉ? አዎ ከሆነ መልስዎ? ከእነዚህ ውስጥ በጥቂቱ ለአብነት ይጥቀሱ?

5. የቡድን ውይይት ሂደት

- የቡድን ግብዎችዎን እንዴት በደንብ ማስፈጸም እንደሚችሉ እና አስተማማኝ የአሰራር ግንኙነት ለማስጠበቅ እንደሚችሉ ይዋያያሉን?
- አዎ ከሆነ መልስዎ፣ በዚህ ረገድ ከቡድን አባላትዎ ድርጊቶች ደጋፊ እና ደጋፊ ያልሆኑትን እባክዎን ይግለጹ?
- በቡድን ውይይት ውስጥ ካደረጓቸው ውሳኔዎች በመነሳት ምን አይነት ባህሪያትን በሂደት ለውጠዋል። ወይም ቀጥለውባቸዋል?
- የቡድን አባላትዎ በቡድን ውስጥ ላሉ ሌሎች ሰዎች ገንቢ ግብረ መልስ ያቀርባሉን?

6. በቡድንዎ ውስጥ በቀሰሙት ትምህርት የተነሳ የቡድን አባላትዎ ምን አይነት ጥቅሞችን አግኝተዋልን?

- የባህበራዊ ተጠቃሚነት
- የትምህርታዊ ተጠቃሚነት
- የቋንቋ ብቃት
- በራስ መተማመን ብቃት

7. በዚህ ፕሮግራም ውስጥ በትብብር ትምህርት ውስጥ በመካፈልዎ ያጋጠመዎት ችግሮች ምንድናቸው?

ፍንጭ - በአእምሮ አስተሳሰብ የመብሰል ሁኔታ

- ለመማር ያላቸው ተነሳሽነት ማደግ
- የቡድን አባላትዎ ማህበራዊ ብቃት ማደግ

8. በፕሮግራሙ ውስጥ በአስተማማኝ መልኩ ሊተገበር ይችላል ብለው የሚያቀርቡት ምንድን ነው?

Appendix – E

አዲስ አበባ ዩኒቨርሲቲ

የባህሪ ጥናትና ስርዓተ ትምህርት ክፍል

የተማሪዎች ቃለ መጠይቅ

1. በቡድንዎ ውስጥ በቀሰሙት ትምህርት የተነሳ የቡድን አባላትዎ ምን አይነት ጥቅሞችን አግኝተዋል?

- የባህሪዎ ተጠቃሚነት
- የትምህርታዎ ተጠቃሚነት
- የቋንቋ ብቃት
- በራስ መተማመን ብቃት

2. በዚህ ፕሮግራም ውስጥ በትብብር ትምህርት ውስጥ በመካፈልዎ ያጋጠመዎት ችግሮች ምንድናቸው?

ፍንጭ - በአእምሮ አስተሳሰብ የመብሰል ሁኔታ

- ለመማር ያላቸው ተነሳሽነት ማደግ
- የቡድን አባላትዎ ማህበራዊ ብቃት ማደግ

3. በፕሮግራሙ ውስጥ በአስተማማኝ መልኩ ሊተገበር ይችላል ብለው የሚያቀርቡት ምንድን ነው?

Declaration

I, the undersigned, declare that the thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been daily acknowledged.

Name Haymanot Tezera

Signature _____

Date _____

This thesis has been submitted for examination with my approval as a University advisor.

Name: Fetene Regassa (PhD)

Signature: _____

Date: _____