

# ASSESSING CONTINGENT ROLES OF COOPERATIVE LEARNING STYLE ON CONFLICT MANAGEMENT IN LITERACY PROGRAMME OF ONDO STATE, NIGERIA

ADEBILE, RUTH FOLUKE Ph.D  
Department of Curriculum and Instruction,  
Adeyemi College of Education, Ondo, Ondo State, Nigeria

ERINSAKIN, MARTINS OJO Ph.D  
Department of Continuing Education and Non-Formal Education,  
Adeyemi College of Education, Ondo State, Nigeria

MRS. OLUDARE, BOSEDE ABIOLA  
Department of Curriculum and Instruction,  
Adeyemi College of Education, Ondo, Ondo State, Nigeria

## ABSTRACT

*The implementation of Literacy programme in any nation, Nigeria, inclusive is to promote mass literacy. However, conflict is one of the problems besieging effective implementation of the programme, thus, necessitated this study. Descriptive survey research design was implored. The study population comprised clientele of Literacy programme of Ondo State, Nigeria. The sample size for the study was One hundred and eighty (180) subjects, selected, through a multi-stage sampling technique. Data was collected for the study through, self-developed research instrument by the researchers, entitled "Questionnaire on Assessing Contingent Roles of Cooperative Learning Style on Conflict Management of Literacy Programme of Ondo State, Nigeria", tailored on Four Likert Rating Scale (Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD)). The research instrument was validated by an expert in test and measurement at Olusegun Agagu University of Science and Technology (OAUST), Okitipupa, Ondo State, Nigeria, while its reliability was determined through, test retest method at two weeks interval. 0.68 coefficient reliability was obtained. The research questions were analyzed, using descriptive statistics (frequency counts, simple percentages and mean), while the research hypothesis was analyzed, using inferential statistics (Pearson Product Moment Correlation, "PPMC"). Based on the results, it was concluded that cooperative learning style could enhance interpersonal relationship and result into behavioural tolerance among the clientele of Literacy programme in Ondo State. Recommendations were therefore, made that cooperative learning style should be adopted by the clientele while studying. Also, the stakeholders should be enlightened on the relevance of the style on managing conflict, among the clientele etc.*

**Keywords:** Cooperative, Learning, Style, Conflict, Management, Literacy programme

## Background to the Study

Oladapo (2005), asserted that literacy education is a necessary and indispensable tool for economic, social, political, technological growth and development of any nation. Hence, UNESCO regards it as a human right and an essential ingredient for achieving equality, development and peace (UNESCO, 1996). Sarumi (2000), stressed that literacy is the acquisition of skills of reading, writing and acquiring global information and skills in the context of life-long learning. Aderinoye (1997), noted that when one carries out or performs activities in which literacy is required, he or she will be able to function effectively in his or her group, community and also enabling him or her to continue to use reading, writing and calculation for his or her own and community development.

According to Sarumi (2000), "Literacy education expands the consciousness and horizon of man. It increases man's power of thinking, enables man to improve his environment and society." He becomes liberated

from the restraints and limitations of ignorance. A developed nation is that which her citizenry are majorly literates (Egunyomi, 2015). Thus, literacy is a means to achieve self-actualization and development in entirety by individuals.

In the words of Oyekola (1993) corroborated by Sarumi (2000) “ for people to be developed socially, economically, politically and in all spheres of human endeavour, there is need to liberate the citizens from traditional forms of belief, attitudes and practices”. The developing nations are now aware of this fact that Literacy Education is one of the ways to effect positive changes in the community. Once a nation’s population is predominantly dominated by the literates, development of all sorts would surface.

It is on recognition of the potent roles of literacy to individuals and the global world that made leaders of the nations and committees of stakeholders from over 190 countries to actualization of Education For All (EFA) adopted on the 28<sup>th</sup> of April 2000. EFA framework comprises of six goals. The sixth goal particularly states, “Improves all aspects of the quality of education and ensure excellence for all”, so that, recognized and measurable learning outcomes are achieved, especially in literacy, numeracy and essential life skills (Abami, 2001). The trust of Education For All (EFA), therefore rests on the fact that by 2015, illiteracy, gender gap, disequilibrium in access and equality to educational opportunity must be eliminated in all the countries that were committed to the goals (Falase, 2004).

Since, Nigeria is a signatory nation to (EFA) agenda; Universal Basic Education (UBE) was launched on the 30<sup>th</sup> September, 1999 in Sokoto State as a home initiative to implement (EFA) goals. In Nigeria, Basic Education is defined as the acquisition of such knowledge, skills and attitudes and values as many able a person to function effectively in his or her society. It is a basis for subsequent learning. Basic education comprises nursery education, formal primary and Junior Secondary Education and its non-formal equivalent, as well as, non-formal adult literacy and functional educational programmes (Emunemu, 2004).

Despite this, Nigeria is still rated as one of the E-9 nations in the world. The E-9 nations are countries with high rate of literacy. These include; China, Brazil, Mexico, Egypt, India, Pakistan, Bangladesh, Indonesia and Nigeria. Specifically, Egypt and Nigeria are the two countries with the highest number of illiteracy in African (Egunyomi, 2015). Corroborating this, the Vanguard 19<sup>th</sup> of September, 2015 revealed that out of 180 million people in Nigeria, 54% of Nigerians are illiterates. Wikipedia (2015), reported that 59.6% of Nigerians are illiterates. 69.2% represents the male illiterates, while 49.7% represents the females. These figures show that there is much to be done, so as to drastically reduce the number of illiterates in the country. In an attempt to reduce illiteracy level in Nigeria, governments at all levels have implemented several programmes, including Literacy Education. The programme will also assist the disadvantaged groups to acquire the skills on reading, writing and computing figures. A person is literate, if he or she uses these skills to solve his day to day life problems (Ezeneri, 2005). Acquisition of literacy skills will help people to effectively carry out their social roles in the society.

Oladapo (2005), maintained that the United Nations Development Programme (UNDP) is the largest provider of fund for the promotion of literacy education. Oyekan (2000) posited that education is development. Towards creating a society where literates predominate, the States of the Federation of Nigeria are not left behind. In this regards, Ondo State easily comes to mind. Ondo State Government has actively committed to implement literacy programme for the people in the state, through the newly created Ministry of Adult, Technical and Vocational Education. The main objective of the programme is to drastically reduce the high level of illiteracy in the state. Mimiko (2012), asserted that adequate investment on mass literacy is way to secure peace, development and stability of the country. Further, that through literacy programme, socio-economic landscape of the state could be transformed for better.

However, several militating factors are besieging literacy programme centres of Ondo State, Nigeria. These include; poor learning outcomes, rarity of qualified facilitating, dearth of instructional materials and primers, poor funding, lack of mechanism and logistics measures for effective monitoring and evaluation of the programme, conflict among the clientele of the programme and hosts. Particularly, conflict has been a major factor that is negating the achievement of desirable learning goals, among the programme participants in various forms and at various centres of literacy programme of Ondo State, Nigeria.

According to Thomas (1976), conflict is a process, which begins when one party perceived that the other has frustrate or is about to frustrate some of its concerns. Deutch (1973), defined conflict as existing, whenever incompatible activities occur. Pruitt and Rubbin (1986), viewed conflict as a perceived divergence of interests or beliefs that the parties recurrent aspirations cannot be achieved simultaneously. Four types of conflicts have been identified by Thomas (1976). They are; goal, affective cognitive and behavioural conflicts. Goal conflict occurs when a person or a group desires outcomes more than others, while cognitive conflict is a situation where a person or a group of holds ideas or opinion that are inconsistent with others. The third is affective conflict, where feelings are not the same. Behavioural conflict is a situation, where one’s behaviours are not acceptable to others (Akanji,

Akpamu, Andong and Osiji, 2005). All these types of conflict are manifesting among the participants at literacy programme centres of Ondo State, Nigeria. Towards conflict management cooperating learning styles is thus perceived to serve as a panacea to the situation.

Several researches had been carried out on cooperative learning style influence on learning outcomes, effective learning and other areas. Many of the studies were self-reported by the researchers, meaning that much have not been done, empirically. Thus, necessitated this study on contingent roles of cooperative learning style on conflict management in literacy programme of Ondo State, Nigeria.

### Statement of the Problem

The implementation of literacy programme of Ondo State, Nigeria is mainly to reduce the high rate of illiteracy in the state. Observable, conflict is one of the militating factors against achieving the programme goals. Hence, cooperative learning style is thus suggested by some scholars as possibly a pro-active and effective strategy to manage conflicts at the programme centres. However, some pertinent questions that are lingering on in minds are:

- i. Can cooperative learning style build a team spirit and sense of equality among the clientele of the programme?
- ii. Will cooperative learning style bring about behavioural tolerance among the participants of the programme etc?

It was against this backdrop, that this research was carried out on assessing contingent roles of cooperative learning style on conflict management in literacy programme of Ondo State, Nigeria.

### Objectives of the Study

The broad objective of the study was on assessing contingent roles of cooperative learning style on conflict management at literacy programme centres of Ondo State, Nigeria. The specific objectives are to:

- i. determine the influence of cooperative learning style on interrelationship among the clientele of Literacy programme of Ondo State, Nigeria.
- ii. examine the effect of cooperative learning style on behavioural tolerance among the clientele of Literacy programme centres in Ondo State, Nigeria.

### Research Questions

Two research questions were formulated to guide the study.

- i. Will inter-personal relationship improves among the clientele of Literacy programmes of Ondo State, Nigeria through cooperative learning style?
- ii. What effect does cooperative learning style has on behavioural tolerance among the clientele of Literacy programme of Ondo State, Nigeria?

### Research Hypothesis

**H01:** There is no significant relationship between cooperative learning style and behavioural tolerance among the clientele of Literacy programme centres in Ondo State, Nigeria.

### Significance of the Study

The findings of the research will enable the providers of the programme (government) to establish, whether cooperative learning style help to manage conflict or not at literacy programmes of Ondo State, Nigeria or not.

Besides, the results of the study will provide a justification on the need to be using cooperative learning style as a study style at Literacy programme of Ondo State, Nigeria.

Finally, the study will contribute to the extant literature on cooperative learning style and also serve as a good source of material for the researchers in future.

### Conceptual Framework and Literature Review

Felder and Brent (2007), referred Cooperating learning as a process whereby students work in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members will be held individually accountable for the complete content of the assignment. Further, extensive research has shown that relative to traditional individual and competitive modes of instruction, properly implemented cooperative learning could lead to greater learning as superior development of communication and teamwork skills e.g. leadership, project management and conflict resolution skills (Felder and Brent, 2007).

According to Johnson and Johnson (2000), "cooperative learning is instruction that involves students working in teams to accomplish a common goal under conditions that include ; positive inter-dependence, individual

accountability, face-to-face promote interaction, appropriate use of collaboration skills and group processing". Shindler (2009), maintained that the following are the advantages of cooperative learning; it brings about positive interdependency as individuals feel that they cannot succeed, unless everyone in their group succeeds. In this regards, it enhances a team spirit towards achieving a common goal. Further, learners will have a sense of learning under an egalitarian or classless setting. In other words, members of a learning group see themselves as equal, while nobody is superior to one another. Similarly, questions are likely to be asked and answered in a group settings, cooperative learning also has positive effect on students' learning, when compared to individuals or competitive conditions.

Kesslov and McCleod (1985), maintained that cooperative learning style develops interpersonal relationship among the learners. In this sense, it gives the learning a sense of working together as a team, thus promoting unity among them. It is also characterized by interdependence with individual accountability. Positive goal interdependence requires acceptance by a group that they sink or swim together (Roger and Johnson, 1994). Thus, learners pool their intelligence together and work towards achieving a common goal(s). Learners will also have thorough understanding of themselves and also help to manage conflict that may arise as a result of behavioural differences. Thus, it will also enhance cooperation which can promote better learning (Gilt et al, 2011).

Cooperative learning is a great tool that can be used to improve student's academic achievement in any classroom. It fosters tolerance and acceptance in which its resultant effects on promotion of deeper understanding (Jake, 2014). Cohen et al, (2004) asserted that, if cooperative learning is instituted effectively and successfully practiced it can create a microcosm of equity in a group, thus, it helps to manage cognitive, behavioural, attractive conflicts and hosts that may occur among the learners.

### **Theoretical Framework**

A theoretical framework is a structure that holds a study. This study is therefore anchored on Theory of Social Interdependence (TSI).

### **Theory of Social Interdependence**

This theory (TSI) was developed in the 1930s and 1940s. Lewin (1935, 1948) proposed a theory that a person's behaviour is motivated by states of tension that arises as desired goals are perceived and that it is this contention that motivated actions aimed at achieving the desired goals. This theory was extended by one of the Lewin's students. Deutch (1949a, 1962), expanded Lewin's ideas or notions to the relationship among the goals of two or more individuals. Thus, resulted into the development of social independence theory.

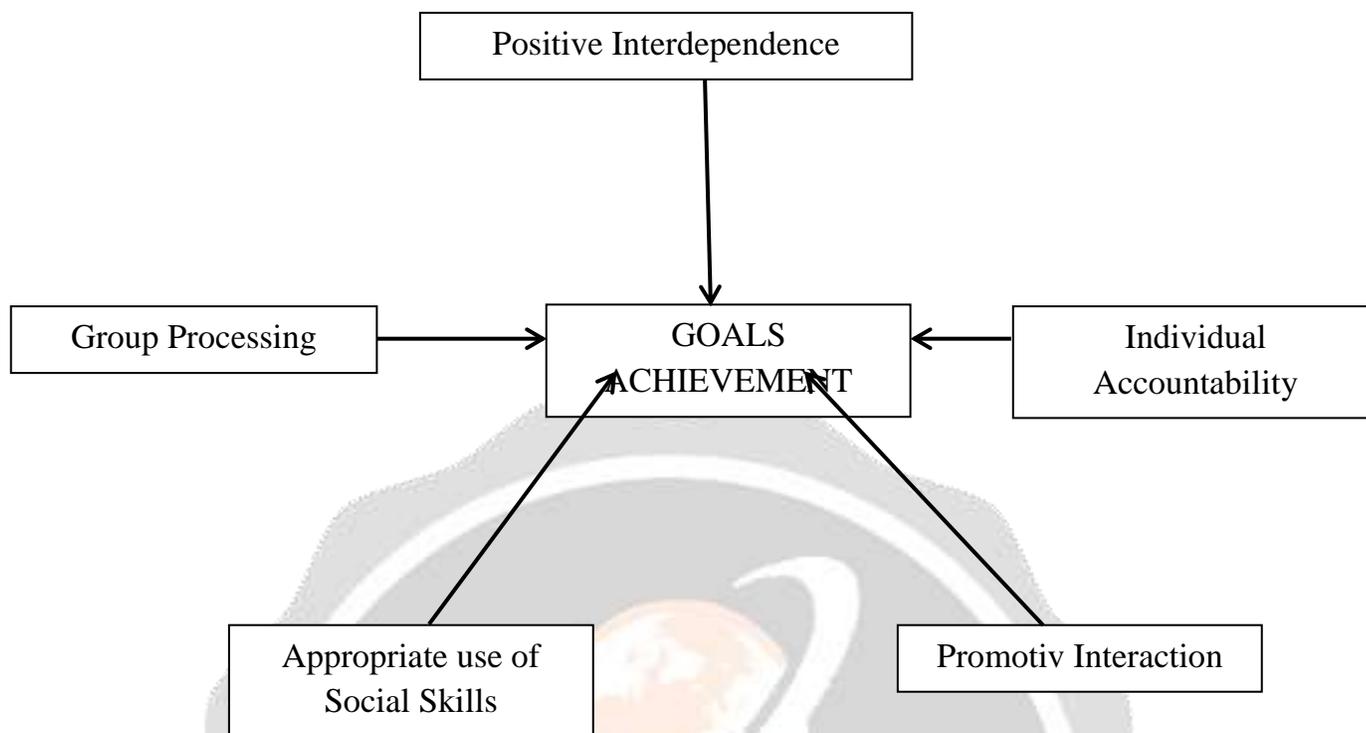
Deutsch (1949a, 1962; Johnson, 1970, 2003; Johnson and Johnson 1989, 2005), stated that social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others. Two forms of social interaction were stated (i) positive cooperation and (ii) negative cooperation. Positive interaction dependence exists when individuals are of the belief or notion that they can achieve their goals, if only other individuals with whom they are cooperatively linked also reach their goals. Individuals therefore come together and synchronize their efforts to reach goals.

In the other hand, negative interdependence exists when individuals perceive that they can obtain each other efforts to complete tasks, achieve or produce in order to reach group goals. The trust of Theory of Social Interdependence rests on the fact that when nu groups pull their efforts together they may likely have feelings of accountability cooperation, natural interaction and effective achievement of the group goals. This theory has been validated by many researchers. Their findings indicated that cooperation, compared to competitive and individualistic efforts. The theory is built on five variables or five elements (i) positive interdependence (ii) individual accountability (iii) promotive interaction (iv) appropriate use of social skill and (v) group processing.

From the table below, it can be deciphered or seen that social interdependence theory can promote considerable greater effort to achieve goals. Thus, lend evidence to the submission of Cohen et al (2004) that cooperative learning style if affectively used could result to effective management of cognitive and behavioural conflicts. Jake (2014), stated that cooperative learning is a tool to promote learners achievement and fosters tolerance of individuals' behavioural differences.

The relevance of the model to the study, therefore, rests on the fact that students or learners to learn or achieve a better academic performance when they work in group.

### **Social Interdependence Theory and Cooperative Learning**



Source: Modified by Erinsakin, M.O et,al ( 2020 )  
**Fig. 1: Overview of Social Independence theory/Goals Achievement**

**Methodology**

Descriptive survey research design was used because everybody in the study population was not included in the study. Hence, information generated through the sample size was generalized on the entire study population. The study population comprised all the clientele of Literacy programme in Ondo State, Nigeria. The sample for the study was One hundred and eighty (180) clientele of the programme, selected through a multi-stage sampling technique. Ondo State was splited into the three existing geo-political zones. Then, thirty (30) participants at the two centres from each zone that had the highest clientele were selected through a simple random sampling technique. Thus, constituted One hundred and eighty (180) respondents. The instrument that was used to collect data was self-developed questionnaires by the researchers, entitled, “Questionnaire on Assessment of Cooperative Learning Style on Conflict Management at Literacy Programme Centres of Ondo State, Nigeria”, fashioned on four Liker Rating Scale (Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD)).

The instrument was validated by an expert in test and measurement at Olusegun Agagu University of Science and Technology, Okitipupa, Ondo State, Nigeria, while it reliability was done through, test, re-test method and 0.68 coefficient reliability was obtained. Descriptive statistics (frequency counts, simple percentages and mean) for the research questions, while Pearson Product Moment Correlation (PPMC) was used to analyze data collected on the research hypothesis.

**Presentation of Results and Discussion of Findings**

**Research Question One:** Will interpersonal relationship improve among the clientele of Literacy Programme of Ondo State, Nigeria through cooperative study style?

**Table 1: Showing frequency counts and simple percentages on will interpersonal relationship improves among the clientele of Literacy Programme of Ondo State, Nigeria.**

S/N	ITEMS	SD	D	A	SA	Mean	Remarks
1.	Cooperative study style make me to be closer to my colleague	19 10.5%	20 11.1%	21 12%	120 67%	3.2	<b>Accepted</b>
2.	Cooperative learning styles does not make me to move closer to my colleague	140 78%	11 6.1%	19 10.5%	20 11.1%	1.7	<b>Rejected</b>

3.	My interaction with other clientele is enhanced than before with the adoption of cooperative learning style	19 10.5%	17 9.4%	33 18.3%	111 62%	3.3	<b>Accepted</b>
4.	Cooperative learning style does not promote my effective frequent communication with other clientele	156 87%	14 8%	6 3.3%	4 2.2%	1.2	<b>Rejected</b>
5.	Cooperative learning style makes me to understand other clientele lifestyles better	2 1.1%	4 2.2%	37 20.5%	137 76.1%	3.7	<b>Accepted</b>
6.	Without cooperative learning style, I can still understand other clientele lifestyle better	124 69%	36 20%	10 5.5%	10 5.5%	1.5	<b>Rejected</b>
	<b>Total</b>	<b>460</b> <b>42.2%</b>	<b>102</b> <b>9.3%</b>	<b>126</b> <b>11.5%</b>	<b>402</b> <b>37%</b>	<b>2.4</b>	<b>Rejected</b>

Table 1 presents the result on research question one that states that will inter-personal relationship improve among the clientele of Literacy programme of Ondo State, Nigeria through cooperative learning style? On item (1), 120 (67%) among the subjects for the study strongly agreed, 21 (12%) agreed, 20 (11.1%) disagreed, while 19 (10.5%) strongly disagreed. On item (2), 20 (11.1%) strongly agreed, 19 (10.5%) agreed, 11 (6.1%) disagreed, while 140 (78%) strongly disagreed. On item (3) 111 (62%) strongly agreed, 33 (18.3%) agreed, 17 (9.4%) disagreed, while 19 (10.5%) strongly disagreed. On item (4), 4 (2.2%) strongly agreed, 6 (3.3%) agreed, 14 (8%) disagreed, while 156 (87%) strongly disagreed. On item (5), 137 (76.1%) strongly agreed, 37 (20.5%) agreed, 4 (2.2%) disagreed while 2 (1.1%) strongly disagreed. Finally, on item (6), 10 (5.5%) strongly agreed, 10 (5.5%) agreed, 36 (20%) disagreed, while 124 (69%) strongly disagreed.

The result showed that cooperative learning style could not enhance or improve interpersonal relationship among the clientele of Literacy programme of Ondo State, Nigeria. Hence, the average rating Scale of four ( $x = 2.4$ ), lesser than the mean of average rating scale of four ( $x = 2.5$ ). The result negates the submission of Kesslov and Mcleod (1985) that cooperative learning style could develop interpersonal relationship among the learners. Also, the result disagrees with the assertion of Felder and Brent (2007) that through the study style among students communication and team work skill could develop.

**Research Question Two:** What effect does cooperative learning style has on behavioural tolerance among the clientele of literacy programme of Ondo State, Nigeria?

**Table 2: Showing frequency counts, simple percentages and mean on what effect does cooperative learning style has on behavioural tolerance among the clientele of literacy programme of Ondo State, Nigeria.**

S/N	ITEMS	SD	D	A	SA	Mean	Remarks
7.	Cooperative learning style makes me to tolerate other clientele behaviours	18 10%	14 8%	44 24.4%	104 58%	3.3	<b>Accepted</b>
8.	Cooperative learning style will make me not to tolerates other clientele behaviours	121 67.2%	29 16.15	16 9%	14 8%	1.6	<b>Rejected</b>
9.	Cooperative learning style enable me to understand why some clientele behave in a particular way(s)	4 2.2%	8 4.4%	12 7%	156 87%	3.8	<b>Accepted</b>
10.	Despite cooperative learning style, I cannot still understand reasons for some behaviours of other clientele	60 33.3%	50 28%	30 17%	40 22.2%	2.3	<b>Rejected</b>
11.	Through cooperative learning style, I become more intelligent about different behaviours of other	6 3.3%	8 4.4%	22 12.2%	144 80%	3.7	<b>Accepted</b>

12.	clientele Cooperative learning style does not equip me with the knowledge of behaviours of other clientele	90 50%	55 30.5%	18 10%	17 9.4%	1.8	<b>Rejected</b>
	<b>Total</b>	<b>299</b> <b>28%</b>	<b>164</b> <b>15.1%</b>	<b>142</b> <b>13.1%</b>	<b>475</b> <b>44%</b>	<b>2.7</b>	<b>Accepted</b>

Table 2 presents the findings on research question two which states that what effects does cooperative learning style has on behavioural tolerance among the clientele of literacy programme of Ondo State, Nigeria.

On item (7), 104 (58%) among the respondents maintained strongly agreed, 44 (24.4%) agreed, 14 (8%) disagreed, while 18 (10%) strongly disagreed. On item (8), 14 (8%) strongly agreed, 16 (9%) agreed, 29 (16.1%) disagreed, while 121 (67.2%) strongly disagreed. On item (9), 156 (87%) strongly agreed, 12 (7%) agreed, 8 (4.4%) disagreed while 4 (2.2%) strongly disagreed. On item (10), 40 (22.2%) strongly agreed, 30 (17%) agreed, 50 (28%) disagreed, while 60 (33.3%) strongly disagreed. On item (11), 144 (87%), strongly agreed, 22 (12.2%) agreed, 8 (4.4%) disagreed while 6 (3.3%) strongly disagreed. Finally, on item (12), 17 (9.4%) strongly agreed, 18 (10%) agreed, 55 (30.5%) disagreed, while 90 (50%) strongly disagreed.

Generally speaking, the result indicated that cooperative learning style could enhance behavioural tolerance among the clientele of the programme in Ondo State, Nigeria. Since, mean of average rating scale of four ( $x = 2.7$ ) is greater than the average rating scale of four ( $x = 2.5$ ). The result was corroborated by the opinion of Roger and Johnson (1994) that learners through cooperative learning style would have a thorough understanding of themselves, thus help to manage conflict which would have arisen as a result of behavioural differences among the learners.

### Hypothesis

**H01:** There is no significant relationship between cooperative learning style and behavioural tolerance among the clientele of literacy programme of Ondo State, Nigeria.

**Table 3: Showing Pearson Product Moment Correlation (PPMC) on there is no significant relationship between cooperative learning style and behavioural tolerance among the clientele of literacy programme of Ondo State, Nigeria.**

Variables	Mean	Std. Dev.	N	R	P	Remark
Cooperative learning styles	13.2145	1.3214	180	.234*	.000	Sig.
Behavioural tolerance among the clientele of literacy programme of Ondo State, Nigeria	14.1203	1.2450	180	.230*	.000	

### Significant at .05level \*

Table 3 shows results on there is no significant relationship between cooperative learning style and behavioural tolerance among the clientele of literacy programme of Ondo State, Nigeria. Since ( $r = .234^*$ ,  $N = 180$ ,  $P < .05$ ) for cooperative learning style and ( $r = .230^*$ ,  $N = 180$ ,  $P < .05$ ) for behavioural tolerance among the clientele of literacy programme of Ondo State, Nigeria. Null hypothesis therefore rejected. Thus, indicates that cooperative learning style could positively influenced behavioural tolerance. The result is further corroborated by Cohen et al (2004) that cooperative learning style could help to manage behavioural conflict among others.

### Conclusion

Based on the result of the study, conclusion were made that cooperative learning style would help to manage behavioural crisis and promote inter-personal relationship among the clientele of Literacy programme of Ondo State, Nigeria.

### Recommendations

Based on the conclusion the following recommendations were made;

Firstly, the facilitators of literacy programme of Ondo State, Nigeria should adopt encourage clientele to be adopting cooperative learning style.

Besides, the clientele of literacy programme style should be advised to working together and they should be advised on the benefits of the style.

Finally, all the stakeholders in literacy programme of Ondo State, Nigeria should be enlightened on the learning style and its relevance to conflict management at the programme centres in Ondo State, Nigeria etc.

## References

- Abani, C. (2001). "The EFA context: where are we coming from". *Education today*, a quarterly journal of the Federal Ministry of Education, 8:4: 15-18.
- Aderinoye, R.A (1997). *Literacy education in Nigeria*. Ibadan University Press, Ibadan.
- Akanji, T.; Akpama, S.I.; Andong, H.A & Osiji, P.A. (2005). Adult and non-formal education as a tool for conflict transformation in Nigeria. paper presented at Annual Conference of NNCAE held on the 27<sup>th</sup> November to 1<sup>st</sup> December, 2005 in Ibadan.
- Cohen, E.G.; Brody, C.M & Shevin, M.S (2004). *Teaching cooperative learning: The challenge of teacher education*. Sunny Press.
- Deutsch, M. (1962). Cooperative and trust: Some theoretical notes. In M. Jones (Ed), *Nebraska Symposium on motivation*. Lincoln, NE: University of Nebraska press.
- Egunyomi, D.A (2015). Balancing life equation with continuing education. An inaugural lecture presented at Alhamadu Bello's Hall on the 2<sup>nd</sup> of July, 2015, University of Ibadan, Ibadan.
- Emmnamu, B.O. (2004). The relevance of Nigeria Universal Basic Education (UBE) programme to national development. *International journal of literacy education* 2:1.
- Erinsakin, M.O. (2007). Impact of audio-visual instructional materials on learners academic performance in continuing education programme of Ondo State, University of Ibadan, Nigeria.
- Ezeneri, I.S. (2005). The concept and scope of adult and non-formal education. A paper presented at Annual Conference held between November 27<sup>th</sup> to 1<sup>st</sup> December, 2005 in Ibadan, Nigeria.
- Falase, A. (2004). Education for all an agenda for the unreached and disadvantaged group in Nigeria. *International journal of literacy education* 2:1.
- Gil, Ana Maria Lague & Jurado, Enrique, N. (2011). Cooperative learning and teaching of Geography under the EHEA, *Didactica Geografica* 12:127-140.
- Jake, M. (2014). Cooperative learners approach in outcomes. Based environment. *International Journal of Social Sciences, Arts and Humanities* 2:2
- Johnson, D.W. (2003). Social interdependence: The interrelationship among theory, research and practice. *American psychologist*.
- Johnson, D.W.; Johnson, R.I. & Stannu, M.E. (2002). *Cooperative learning style methods: A meta-analysis* University of Minnesota, Minneapolis: Cooperative learning centre 2000: <http://www.cooperation.org/pages/cl-method.html>.
- Kessler, R. & McCleod (1985). Social support and mental health in community samples. In Cohen and Syme (Eds); *Social Support and health*, New York Academic Press.
- Mimiko, O.A (2012). Mimiko advocates more funding for mass literacy education as he gets nomination for literacy awarded. Ondo State, [info.blogspot.com.ng](http://info.blogspot.com.ng).
- Oladapo, C.O. (2005). An assessment of the nature of UNDP literacy and skill development assisted programmes for women in Nigeria. Paper presented at NNCAE Conference held between 27<sup>th</sup> November to 1<sup>st</sup> December, 2005, Ibadan.
- Oyekan, S.O. (2000). *Foundations of teacher education*, Egun Ola Printers, Nig. Ltd. Okitipupa.

Oyekola, E.F. (1993). The influence of adult literacy education on rural development: A case study of Oyo North (1965-1990), Ibadan. Unpublished Ph.D thesis, Department of Adult Education.

Roger, T. & Johnson, D.W. (1994). An overview of cooperative learning. In J. Thousand, A. Villa and A. Nerin (eds). Creativity and collaborative learning. Baltimore: Brookes Press.

Sarumi, A.A (2001). Contemporary issues in historical foundations of adult education. Ibadan University Press, Ibadan.

Sarumi, A.A. (2009). Adult and non-formal education as a tool for achieving sustainable national development in Nigeria. UNIVERSITAS Journal, Legon, University of Ghana (Forth coming).

Shindler, J. (2009). Effectively managing the cooperative classroom <http://www.calstatela.edu/faculty/Jshind//en/faculty/jsindi/an/chapter12cooperativelearning:find.html> (2006 February, 17).

The Vanguard (2015). "54 million Nigerians are illiterates.

Thomas, K. (1976). Conflict and conflict management in M.D. Dunnetted (eds). Handbook of Industrial Behaviour Chicago: Rankin Lnalls.

Wikipedia (2015).List of countries by Literacy rates.

