



## Information and Communication Technology (ICT): An Aid to Adult Education Methodology in Promoting Teaching and Learning Activities in Rural Communities

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### Abstract

*This paper view information and communication technology (ICT) as an aid to adult education methodology in promoting teaching and learning activities in rural communities in Nigeria. The paper reviews the concept of adult education and the existing methodologies used in the delivery of adult education programmes. It also examines the various ICT devices that can be used to complement adult teaching methodology. The technological devices considered in this paper includes: mobile phones, projectors, slides with moving pictures, radio, television, computer/laptops and internet facilities. The paper discusses the benefits of using these devices alongside adult teaching methodology to enhance effective teaching and learning activities in rural communities. The paper concludes that incorporating these devices into adult teaching methodology, particularly in rural communities would promote active learning, enhance critical thinking skills of adult learners, create awareness, facilitate learning and develop rural communities. The paper therefore suggests that; governments should provide necessary equipment and internet facilities in rural communities to aid adult's teaching and learning activities. Also, quality technological devices should be made available in all the adult education centers to promote teaching and learning activities. Lastly, regular trainings, conferences and seminars should be organized for facilitators and workers on the use of ICT devices to improve teaching and learning activities.*

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### Introduction

Education generally, is a means of liberating people from illiteracy, ignorance, dependency and poverty as it empowers individual's educationally, socially and economically. Education is the foundation for cultural transformation, social development and economic activities. Adult education particularly is significant in facilitating the socio-economics development of individuals, communities and the nations. It is all encompassing and dynamics, it is an educational activities and practices which adults engaged in to acquire new knowledge and enhance their sustainability. It enables an individuals to understand himself, his environment and contribute significantly to the development of such society and the nation at large. Adult education plays significant roles in empowering adults and youths with new knowledge, creative learning and technological skills, leading to socio-economic development (Adeyemo, 2014). It is also seen as a major tool for ensuring the survival of humanity, especially through the sustainability of cultural values, social dialogues and in creating a technologically literate environments (Ojokheta & Oladeji, 2016). Adult education is all about technology, whether traditional or modern, it is a learning that leads to creativity, acquisition of new knowledge and

skills and has the capacity to enhance lifelong learning, reduced dependency and exposes individuals to the world around them (Adedokun et al., 2018).

The objectives of Adult education among others include; (1) Provision of functional education for adults and youths who have never had the opportunity of formal education or who left early, to come back and continue their education; (2) Provide remedial and lifelong education for youths and adults who did not complete secondary school education; (3) Provide in service, vocational and professional training for different categories of workers and professionals in order to improve their skills.

These were explain further to include; increasing the quality of life of individuals, enables him realise his potentials, raise the standard of living of his family, community and the nation, promote peace and communal harmony in the multi-cultural global village and enhance peace of development and welfare of the individual nations and the international community (Tumbaach, 2020). The programmes of adult education includes fundamental education, literacy education, citizenship education, agriculture and health extension services, environmental education, liberal education, retirement and death education, (NMEC 2017).

Adult teaching and learning activities involve engaging in series of activities and programmes available to adults' population, to equip them for greater opportunities in life. This according to Merriam & Brockett (2017) involves engaging them in systematic and sustained self-directed learning activities in order to gain new knowledge, new skills, attitudes and values for personal fulfillments and societal development. The ultimate aim of adult teaching and learning activities is to cause desirable changes to take place in adult learners with the facilitators using the appropriate methodology with the help of new technological devices.

To cause this desirable changes, adult education programmes should also be extended to disseminate information to people at the grassroots. Adults who will be educated to transform the society needs to be ICT compliance to carry out this function. Those who are illiterates cannot navigate ICT devices, and if they can, they cannot cover much. However, adult teaching and learning activities in rural communities particularly, in Nigeria appears to be a herculean tasks because of lack of access to technological devices, such as internet facilities, electricity, computer, laptops or even mobile phones, which may hinders their access to literacy skills and other information and make them completely edge out of the digital tools. However, some may be having access to these devices but may lack the necessary skills and the literacy knowledge to put them to use. And where they can manage to use, they may not even afford the devices because of their low socio-economic status.

Methods and techniques used in adult education have been described as ways by which adult educational programmes and activities are organised and conducted to achieve educational goals and purposes (Ifeyinwa & Ijeoma, 2016). It is also a process of transmitting knowledge in a systematic, interactive and organised way, with the aim of causing desirable changes in learners' behaviors, attitudes and values. It is a special method of teaching and learning in adult education which is different from the school children. (Knowles 1990), Ifeyinwa & Ijeoma, (2016) sees adult teaching techniques as "Andragogical- adult learner's center and compared it with "Pedagogical" teacher-center. This techniques emphasises that adults are experienced, they are rich in resources and problem centeredness, based on mutual dialogue between adult learners and the facilitators. Hassan & Oyebamiji (2012) further confirms that adult learns better as an individual, where the learning will enhance individual growth towards maturity.

On the importance of this, Borode, (2002) submits that methodology used in adult learning is free from rigidity with regards to the curriculum, learning materials, venue, duration or the

length an individual take to complete a particular instructional session. Meanwhile, adult education methodology requires applying the appropriate techniques to enhance learning and sustained learner's socio-economic activities.

### **Existing Adult Education Methodology**

The study is looking at the following existing methods and techniques used in the delivery of adult education programmes and the implications to adult teaching and learning methodology: Individual tuition, Discussion method, Simulation method and Consultation method among others, Adeyemo (2019)

Individual tuition: This is an assumptions that adult have wealth of experience, have ability to participate in the learning descriptions and needs, as learners play significant roles in developing their own learning programmes. The main purpose of individual tuition is to provide learners with the skills for self-directed learning, leading to self-reliant and the development of their learning environment. Individual tuition requires that problems have to be solved with the cooperation of others, thereby promoting self-esteem. The practice of individual tuition is carried out in the areas of correspondence study, apprenticeship training, counselling and independent study which requires the use of technological advancements to cause learning to take place, which may be a herculean task for adult learners to perform, unless they have the skills and literacy knowledge of performing such tasks.

### **Discussion Method**

This is a method of teaching that seeks to draw out information from the classroom participants. This is inform of verbal exchange of discussion by the facilitator and the learners about a specific issue. It is a method where the entire group of learners participate in a discussion for the purpose of sharing information regarding issues, problems, or questions on a subject matter, in order to arrive at some reasonable conclusions. The purpose is to provide opportunities for learners to reason together for the purpose of solving problems, making decisions, and improving human relationships. Discussions method can be in forms of large and small groups, round table discussion for a comprehensive communication and proper understanding. This gives everyone equal chances of learning and self-expression. However, this method may be difficult to gather adult learners together to attend classes at the same time because they all attend classes at their leisure times. This could only be made possible through innovative technology of television and radio programmes. This could perform the functions of teaching them at the same time or in case of radio programme, they can listen to the recorded discussions at their different opportunities.

### **Simulation Method**

Simulation method is a controlled learning experience and an exercise that provide learners with opportunities to be involved in the learning process. The techniques involves presenting the learners with a short simplified learning situation that is similar to a real life situation, in which they are opportune to acquire skills to perform specific tasks. It is a process whereby old and discarded materials like are made available in the class or workshops for learners to practice. This is done to hasten the understanding of learners and make learning more realistic. This could be a good approach, but adult learners do not have that time of waiting for a long time in a particular learning environment and they may not finish the task at that moment. To solve this problem, it will be preferable to incorporate the devices that can be more practical and make them learn at their free periods.

Consultation method: This is a specific method of passing instruction and information to adult learners that requires seeking information from people or books for an assignment given by the instructors or facilitator. Consultation method enable learners to know what others have written or done about a problem and the required solution. Experts can also be consulted when researching to get a problem solved. For instance, an individual could consult books or experts from different fields to find solution to an identified problem. For adult learner to do this, they need the help of a trusted persons. They will prefer to go home to their wards to assist them in carrying out any assignment given. But, with the introduction of technological devices and internet facilities, such consultative assignment will be better done.

### **The use of information and communication technology (ICT) devices in Adult Education**

Information and communication technological devices are educational technology used to support, enhance and optimize the delivery information and instructions. The use of ICT devices leads to effective teaching methods and improved learning activities, particularly in adult teaching and learning activities. The use of ICT devices is important to learners as it will give them better opportunity to learn and also assist facilitators to improve on their teachings. Oyiboka & Nnadi, (2016) reported that ICT gives opportunities to learners, It encourages more adult learning centered and distance learning programme with online educational materials. It assists in online collaboration, promotes communication among participants without the bias of face-to-face communication and also encourages self-directed learning (Parker, 2014).

ICT Devices expose both facilitators and learners to the real teaching and learning activities with regards to the concepts, contents, needs and interest of adult learners as well as the learning outcomes. ICT is very essential in teaching and learning activities, particularly, now that the whole world has gone beyond traditional methods to digital in teaching and learning activities. Adult learners must also be informed and be carried along in the usage of the devices. The devices considered in adult teaching methodology includes; mobile phones, projectors, slides and moving pictures, radio/television, computer/laptops and internet facilities.

These devices have the potentials to make adult teaching and learning to be effective and relevant, to make it practical oriented and interactive in nature. Incorporating these devices into adult teaching methodology have been confirmed to assist both youths and adults to acquire knowledge and skills that facilitates continuous learning throughout their lifetime (NMEC, 2017). This confirms Thompson (2011) which posits that technology are tools, instruments, machines, media, methods, techniques and systems which have both social and economic effects on global world and none must be left out from having the knowledge. Therefore, the devices considered in this paper would be very effective in adult education programmes because everything done today is tied to technological knowledge, especially in the sustainability of cultural values, socio-economic activities and in creating technologically literates environment, which is peculiar to rural communities.

### **Benefits of incorporating ICT devices into adult education methodology**

For individuals to be carried along in this world of technological advancement today, it is important for such individuals to be computer literate and ICT compliance. Any educational program that will thrive should be able to incorporate the use of technological devices alongside its teaching methodology. Thus, incorporating technological devices alongside adult teaching methodology will enhance effective teaching and learning activities, particularly in rural communities, where access to quality educational programmes and such facilities may be difficult to get. Incorporating these devices alongside adult methodology will enhance the

following benefits; (1) ICT technological devices will aid the teaching techniques and methods of passing instruction or information to adult learners.

The devices considered in this paper to aid the teaching and learning activities in adult education programmes include; mobile phones, projectors, slides and moving pictures, radio/television, computer/laptops and internet facilities. These devices have been seen to increase the level of understanding of adult learners and improve their career and skills development (NMEC, 2017). The study revealed that technological devices, such as television and radio program makes it possible to extend educational opportunities to millions of people, literates or illiterates in remote and hard-to-reach communities. The devices are powerful instruments that can be used to enhance self-directed learning and also use to achieve learning goals; (2) ICT enhances the use of practical approach for effective teaching and learning activities. This is very essential in adult learning because adult learns better when such learning is practical oriented. The practical work can later practice at home and in their different occupation and businesses to achieve learning goals and desired outcome. For instance, mobile phones can be used practically by participants to get information for personal, career and societal development. The devices are also useful in the area of researches and obtaining valid and current information for immediate and longtime use. The use of these devices in adult teaching and learning activities make information processing more effective, attractive and timely. Facilitators need to adopt the practical use of these devices, bearing in mind the changes and development happening globally. The practical application of these devices in adult teaching and learning methodology will enhance better understanding of learning and enable learners become creative and live above poverty level (UNICEF, 2017); (3) Furthermore, ICT devices have the potentials to make adult teaching and learning methodology interactive and participatory. Imhabekhai (2009) opined that adult learning must be participatory, because adults learn better and achieve more when learning tasks are practical and participatory. It was also confirmed that learners enjoy easy completion of tasks using computer to access any part of the world without having to visit such places physically (Nzeneri, 2010). Radio and television are particularly wonderful interactive devices that can help adult learners to participate in any programme. For instance, the “Radio on the Air” and “Eto Mooko Mooka of Ekiti State Broadcasting Corporation, Ekiti State” are primarily used to educate learners on educational programmes, political, social and economic activities as well as agricultural extension programmes; (4) Motivating factor for research activities: Television programmes have been used as agent of motivation for learners to retain learning as it encourages training and skills development, particularly in the teaching of subjects like vocational skills and agricultural extension programmes. In this case, the facilitator may give assignment while the learners watch the skills of doing such assignment on the television or listened to radio, for them to return to a round table for discussion on their findings. Listening and visualising these programmes create avenues for learners to get deeper knowledge about the skills and to get adequate information to how to develop themselves and their skills; (5) Technological devices are quite beneficial to adult teaching methodology, as they have the potentials providing concrete, vivid and qualitative education to the recipients. Attesting to this, Fisseha (2011) reported that ICT influences every part of human life and benefit educational system by providing qualitative education for the recipients. Corroborating this, Tinio, (2010) also confirmed that computer, television, radio, cellular phones, satellite systems, internet facilities, hard and software applications are particularly important in adult teaching and learning activities. According to the study, the computers enable facilities assist facilitators and adult learners to receive, store, and retrieved information pertaining to teaching and learning activities; (6) Lastly, exposure to the use of mobile phone in particularly gives learners and the

generally of people the courage of using ICT devices when and where they have the opportunity. Technological devices with adult education methodology improves teaching and learning activities, as they impacts every aspect of teaching and learning activities. The practical and interactive aspect of the methodology will encourage learners to participate actively in the learning process, develop practical skills and knowledge in different vocational skills, while the participatory aspect of the learning will encourage self-directed leaning and assist learners in solving personal and societal problems.

## Conclusion

The paper showcased technological devices as powerful techniques that are capable of aiding the potentials of adult education methodology. It discussed the concepts and the existing methodology used in the delivery of adult education programmes. It further examined the following technological devices; mobile phones, projectors, slides and moving pictures, radio, television, computer/laptops and internet facilities as devices that can complement the existing adult education methodology. Incorporating the devices with adult education methodology will help in the delivery of good adult education programmes, enhance learner's critical thinking skills. It will also make learning much of practical approach, create interactive and participatory approach to adult teaching methodology, assists both facilitator and learners to capture information and receive feedback, Therefore, to get the right approach to adult education methodology, both the facilitators and adult learners should be exposed to the use of technological devices as aids to the existing adult education methodology for effective teaching and learning activities. Thus, the use technological devices alongside adult methodology will make learning more practical, interactive and participatory and this should be encouraged for adult teaching and learning activities, particularly in rural communities. In view of the above, the paper therefore suggested the following; (1) Adult education curriculum should be effectively transformed to incorporate ICT devices to promote teaching and learning activities; (2) Government should provide adult education centers with modern technological devices to enhance effective teaching and learning activities for participants; (3) Moreover, regular trainings and conferences should be organised for facilitators and adult workers to enable them handle the use of technological devices effectively.

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