



Effective uses of Information and communication, Technology (ICT) in Promoting Adult and Non-formal education centers' in Sokoto state

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Abstract

This research aims at investigating effective use of information and communication technology in promoting Adult literacy centers in Sokoto state, the researchers used descriptive survey design in order to determine accurate results, the population of 200 was used to conduct this study. Out of the population, 60 samples were used for the study. The sample was determined using RV. Krejcie and D.W Morgan (1970) Table of determining Sample Size for Research Activities. 12 designed questions were formulated to guide studies. Simple Random Sampling techniques were used to determine the sample. The questionnaires have been validated by experts and they testified their reliability and validity. Descriptive Statistics and SPSS were used for data analysis. The findings of the study show that ICTs played a vital role in Adult literacy programs in Sokoto State. The following was recommended from the studies: Federal government should provide adequate energy and infrastructures such as adult literacy centers and electricity for better operation of ICTs tools. Government should provide ICTs tools in Adult literacy centers. State government should assist in providing funds for Adult literacy centers in order to build computer laboratories. Practical aspects of the computer should be given priority in Adult literacy centers in the state. Adult literacy centers should embrace the use of computers in order to ease suffering of work load in their centers.

Keywords: Information and communication technology (ICTs) and Adult literacy center

Introduction

The 21st century Era of Information and Communication Technology (ICT) has transformed the world and every day affairs and activities of human life from the way people communicate (using cell-phone) to the way they conduct research (using the internet) to the way they interact through social media tools like Facebook and Twitter. According to Tinio (2002) ^[9] Movement of technology has not only transformed our social life rather it has revolutionized the way we teach and learn through the use of projectors and slides, videos and computers. Information and communication technology (ICT) consist of not only the most sophisticated and expensive technologies, these included the simple conventional devices such as radio and television. Today, these different tools are able to work together and are (Linked) to form what Dighe, (2004) ^[2] in advanced countries like the United States and United Kingdom, ICT is fully integrated and applied in teaching and learning not only in colleges and universities but in elementary and high schools as well with this, most teachers are highly trained and experienced in making the best use of the tools and effectively imparting knowledge to their students while in the third world countries, such as Nigeria the reverse is the case, aside from the poverty of technology, accessibility to the digital tools is lacking. Facilitators simply do not have the necessary skills to operate the technological instruments and in many cases, institutions do not efficiently apply technological devices in education. This is due partly because of lack of political stability, lack of access to information, incompetent management, weak information and communication policies and lack of framework for information sharing and intellectual property right among others (Ewelum, 2015) ^[4].

Understanding the Adult education and learning centers, it would be paramount to link the statement made by Bashar. I, ladi M and saadatu (2020) ^[1] in his paper presented at Usman danfodio university sokoto, according to him he define Adult learning centers as often train adult students at low prices or free of charge, with some centers having sliding scales based on family size and income. Classes at these centers are often created for working adults who can't go back to school full time. Therefore, many classes may be taken at night or on weekends. The Courses offered at these centers are usually aimed at individuals looking to earn their high school equivalency diploma, gain technical or business training, improves their English language skills, or simply learn about a topic that they find interesting.

While the term, ICT is used to enhance or promote adult education in sokoto state, looking into the effective use of ICT by the facilitators in adult education centers in the study area and the effect of using ICT in promoting adult education in sokoto state. The literature on ICT and its effect in ICT in promoting adult education abound. Tinio (2002) ^[9] argue that ICT which include radio and television as well as newer digital technologies such as computers and the Internet have been regarded as potentially powerful enabling tools for education changes and reformed. The scholar stated that, when used appropriately, different forms of ICTs are said to help expand excess to education, strengthen the relevance of education to the increasingly digital work place, raise, educational quality and help make education and learning effective. According to Mikre, (2011) ^[8] he described ICTs as the most Important technology that played a vital role in both adult and non-formal education, it's a tool that provides both teachers and students with more opportunities in adapting teaching and learning to individual needs, at present ICT is influencing every aspect of human life: playing salient roles in work places, business and education institution among others. On the other hand Unesco (2006) ^[11] reveals that radio and other gadgets when used in combination with printed, course materials, can make literacy lesson more true to life and interesting.

This research seeks to investigate the effect of ICT in promoting Adult education in Sokoto state, study of some selected L.G.A of Sokoto State.

Theoretical Framework

The cognitive theory is design to bark this study, the theory was originated and propounded by john seely brown and Poul duguid. The situated cognition theory is a learning theory which supports the Idea that learning occurs only when situated within specific context. It believes that learning take place in a learning community or community of practice, when the learners take an active role in the learning community; it involves a process of interaction between the learners within the community, the tools available within the specific situation and the physical world. It is within the active participation, this interaction whether with tools, artifacts or other people, where knowledge is located. (Myers and Wilson 2000) ^[6] situated cognition also takes in to account the culture of the community al large and treats culture as a powerful mediator of learning and practice both for students and teachers. The main point to remember about situated cognition for the purpose of this paper are that ' Knowing' learning and cognition are social constructions, expressed in action of people interaction within the community. the roles of technology on the emerging theory

of learning stand as the action often and involves interaction between tools and or artifacts that is situated in the community.

Therefore technology in this learning theory is a piece of learning environment that helps to bring about cognition. Myers and Wilson (2000) ^[6] these tools and constructed environments constitute the mediums, forms a word through which cognition takes place. Problem solving involves reasoning about purpose in relationship to the resources and tools which situation affords.

Statement of the Problems

Information and communication Technology is globally acknowledge in every part of the world, it enhance the speed and accuracy in teaching and learning process through the use of technological gadgets available in our learning institutions particularly in Adult literacy centers where Andragogical methods are been applied in an Instructions of learning through the use of computers and projectors which are mostly welcome for the promotion of Adult education programs.

Unfortunately the use of ICT resources for teaching and learning in Adult literacy center in Sokoto State is seriously backward; most of the Instructors are computer illiterate while some are Neo-literate. This may negatively affect the promoting of the used of ICT resources in teaching and learning process in the state, many Adult education centers are facing deficiency in technical know - how as in some cases where learners and facilitators does not even have accessibility to the used of ICTs tools. This and many more reasons calls the attentions of the researchers to Investigate the Effective use, of Information and communication, technology (ICT) in Promoting Adult and Non-formal education centers' in Sokoto state.

Research objectives

1. To determine whether information and communication technology are available in adult education center in Sokoto State
2. To examine if ICT facilities are used by adult learners in Sokoto State
3. To Examine how facilitators used ICT tools to improve education in adult literacy centers in Sokoto State

Research Questions

1. Does the ICT facilities available in adult education centers in Sokoto State
2. Does the ICT use by the learners in adult literacy centers in SOKOTO state
3. How does the facilitators make effective use of ICT to improve the quality of education in adult centers in Sokoto State

Research methodology

This research work was conducted using descriptive survey methods, population of the study comprises of all learners which are 200 in number while sample size of the study was 60 in accordance with kreycies & morgan (1970) ^[3] the researchers used simple random sampling, Structured Questionnaires was used in data collection, the Instrument undergoes validation through expert who revise and make some comments. While Reliability determines whether the research instrument is reliable and consistence. Therefore, it can be adopted for collection of data (Kaplan and saccuzo, 1999). A pilot test was conducted where a tenth of the

questionnaires were given to some Teachers, who are not part of this study. The data collected was tested by the used of split half reliability method, the researchers gave 10 copies of the instrument within the population which will not be put on the final sample. After the administering, the researchers divides the instrument into two equal halve of odd and even numbers this was correlated using Cronbach alpha in the SPSS Software version 20. The result was presented in tabular format.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
0.75	10

Source: Result of Analysis (2018)

The data was collected from the respondents and analyzed using descriptive statistics. This provides both qualitative and quantitative analysis inform of frequency distribution range and simple percentage.

Result

Table 2: Does the ICT facilities available in adult education centers in Sokoto State

S. N.	Items	Yes (F/ %)	No (F/ %)
1.	Does you have desktop, laptop and Projectors?	15. 25%	45. 75%
2.	Does you have computer Laboratory in you centre?	20. 33.3%	40. 66.6%

Source: field study 2018

The above table shows that, 15 respondents out of 60 representing (25%) of the population believe that, they have Desktop, laptop and Projectors while 45 represented (75%) responded that, there is no for mention gadgets in their learning centers. On the other responses about either you have computer laboratory 20 (33.3%) are of the view that, there is no laboratories in their centers while 40 (66.6%) are of the view that, they have computer laboratories in their learning centers.

Table 3: Does the ICT use by the learners in adult literacy centers in sokoto state

S/N	Items	Yes (F/ %)	No (F/ %)
1.	Does the student like to be thought with technological device?	51. 85%	9. 15%
2.	Does you used computer regularly during Instruction?	40. 66.7%	20. 33.3%

Source: field study 2018

Table 4: How does the facilitators make effective use of ICT to improve the quality of education in adult centers in sokoto State

S/N	Items	Yes (F/ %)	No (F/ %)
1.	Does the used of ICTs device make teaching easy and interested?	50. 83%	10.17%
2.	Does your syllable contained Practical's?	00. 0%	60. 100%

Source: field study 2018

Table 2:2 show that 51 (85%) of the respondents was of the view that, they like to be thought technological device on the other responses do you used computer regularly 40 (66%) responded that, yes they used computer during teaching and

learning process while 20 (33.3%) are of the viewed that, no computer are been used during any Instructions. Thee above table shows that, 50 respondents representing (83%) of the population are of the viewed that, ICTs devices make teaching and learning more easy and interested while on the other hand 0 (0%) shows no responses about practical aspect of ICTs captured on their syllables. 60 (100%) are of the viewed that, practical aspect of the ICTs are not captured in their syllables.

Conclusion

ICTs resources have a great effect on adult learners as well as Instructors in promoting teaching and learning process in adult literacy centers in the state, therefore, it's important to provide and utilized ICTs tools available in every Adult learning centers in Sokoto State.

Recommendation

1. Federal government should provide adequate energy and infrastructures' such as adult literacy center and electricity for better operation of ICTs tools.
2. Government should provide ICTs tools in Adult literacy centers'
3. State government should assist in providing Funds for Adult literacy centers in order to build computer laboratories.
4. Practical aspects of the computer should be given propriety in Adult literacy centers in the state
5. Adult literacy centers should embrace the use of computers in order to ease suffering of work load in their centers.

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