The Effects of Two ICT Tools on Learners’ attitude Towards Learning in Adult Literacy Programmes

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ABSTRACT

This study examined the effects of two ICT tools on learners’ attitude towards learning in adult literacy programmes. The study was hinged on the constructivist theory of learning. The study adopted a descriptive survey design. The population of the study comprised of twenty (20) adult learners purposively selected in two adult literacy programmes (10 participants each for computer treatment and mobile phone treatment). The survey instrument used was duly validated by experts and its reliability was ascertained using Cronbach Alpha Coefficient and 0.75 was obtained. The data collected was analyzed using simple percentages for the demographic variable and descriptive statistics used for the research questions. The study revealed that adult learners have a positive attitude towards learning after being exposed to ICT instructional tools (Weighted Average (WA) = 3.19) and there was a statistically significant difference in attitudes between the mean scores of learners exposed to mobile instruction and those exposed to laptop computer instruction towards learning (t=2.75; df=18; P<0.005). Therefore, it was recommended that literacy organizers and facilitators should be sensitized on the importance and need to use these ICT tools so as to make up for the weaknesses inherent in the traditional mode of instruction in adult literacy programmes.

Key words: ICT, laptop computer, mobile phone, learners’ attitude, adult learners, literacy programme, Ibadan Metropolis.

INTRODUCTION

Literacy has been identified as an important machinery through which human capital development of a country can be attained and no nation can develop beyond its intellectual capacity. Decades ago, literacy only meant basic competency in “3R’s”: reading, writing and arithmetic (Gerkens and Major, 2008). The United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2006 observed that while there are different dimensions to the concept of literacy as it often emphasizes the ability to understand and communicate through a written text; there is no universally acceptable definition that captures all its facets. The literacy definition used in the Education For All (EFA) 2000 Assessment as quoted in UNESCO (2004) states that literacy is “the ability to read and write with an understanding of a simple statement related to one’s daily life. It involves a continuum of reading and writing skills and often includes basic arithmetic skills (numeracy).” In contemporary times, the scope of literacy expanded beyond the ‘3R’s. Demonstrating this view, UNESCO (2003) defines literacy as “The ability to identify, understand interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential and to participate fully in their community and wider society”. In essence, to be literate in the 18th century meant something far different
from what it means to be literate in the 21st century (Langille, 2004).

As noted by UNESCO Institute for Lifelong Learning’s 2nd Global Report on Adult Learning and Education 2013, literacy is considered the most important bedrock on which young people and adults can build an all-encompassing and integrated lifelong learning. It further stated that literacy empowers people to cope with developing challenges and difficulty in all spheres of human life. This assertion underpinned the declaration of UNESCO Director-General during the 2015 UNESCO Literacy Award Laureates’ announcement that “Literacy is indispensable to raise awareness and gather necessary grassroots participation in our efforts to improve the way we care for our planet and manage its resources. This transformation can only happen if society’s most vulnerable youth and adults acquire basic literacy skills that equip them with the knowledge and confidence to improve their own lives and build more resilient communities”.

Still underscoring the importance of literacy, Wagner and Kozma (2005) opined that literacy is not an end in itself of having a good thing but also a means of having lots of other great socio-economic benefits such as better health care and increased income among others. Kofi (1997) as quoted in Pearce (2009) declared that “literacy is finally, the road to human progress.” Therefore, it’s pertinent to subscribe to the words of the former US President, Bill Clinton, who observed during the flagging off of International Literacy Day in 1994, that “Literacy is not a luxury; it is a right and a responsibility. If our world is to meet the challenges of the twenty-first century we must harness the energy and creativity of all our citizens” (Ogunbiiyi, 2015).

UNESCO Institute of Statistics (2015) noted that, there are 757 million adults including 115 million youth across the world who are illiterate and they are more prominent in developing countries, where it is estimated that one person out of four is illiterate. It was further stated that 25% of these illiterates live in sub-Saharan Africa. Specifically, In West Africa, it was revealed that there exist over 65 million illiterate adults out of whom 61.54% are women. This fraction represents over 40 and 50% of overall adult population and female adult population, it is also estimated that millions of people are added each year to the illiterate population in the developing and underdeveloped countries where population growth rate is high and this constitutes to a large extent, the main source of astronomical growth in the number of illiterate population (Pearce, 2009).

The consequence of this scourge is enormous and very dangerous in several aspects, as it has a significant effect on social and economic spheres of both individual lives and the country at large. On individuals, illiteracy limits the ability to obtain and understand essential information, leads to lower-quality job that ultimately leads to low income, reduce access to lifelong learning and professional development, often leads to a cyclical transmission of illiteracy from one generation to another within the illiterate family and low self-esteem which can lead to isolation among other things. On the country at large, illiteracy makes it difficult for people to understand societal issues thereby lowering their level of community involvement and civic participation. It also has an effect on the growth rate of the country’s gross domestic product because the higher the fraction of illiterate adults in a country, the lower the overall productivity growth rate of the country. Moreover, since literacy is a necessary skill for individuals in particular and countries in general to be competitive in the 21st century knowledge driven economy, illiterates cannot maximize their opportunity as they lack the requisite information and skills needed (Literacy Foundation, 2015; Pearce, 2009).

The United Nations Literacy Decade which formally commenced in 2003 serves to bolster the commitment and effort of the international community to improve the state of literacy in the world. The literacy decade takes place within the framework of Education For all (EFA) movement, which has six major goals for extending basic education to all children and adults worldwide. Literacy is specifically addressed in EFA Goal 4: "achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults” (UN, 2002b; 3; Wagner et al., 2005).

With the expiration of Education For All (EFA) and Millennium Development Goals in 2015, the adoption of a new set of goals called ‘The Sustainable Development Goals’ which contain 17 goals with 169 targets bothering on a broad scope of sustainable development issues around the world. To achieve the SDGs, it becomes a necessity for the global community to banish or reduce the level of poverty, ensure food security, protect the environment and reduce gender inequality and the essential instrument needed to achieve all these targets is education especially the basic, which is literacy (Wagner, 2015).

In spite of the world’s commitment towards eradicating illiteracy, it was observed by UNESCO that Nigeria is still estimated to have over 62 million illiterates out of whom over 35 million are adults and it would take Nigeria 58 years to banish illiteracy (The Sun Nov. 17th, 2015; Vanguard Sept. 11th, 2013). The National Bureau of Statistics in 2010 stated that overall adult literacy rate was 71.6% and only 57.9% of the adult population was literate in English. Nigeria is placed in the ‘E9’ group which is a group of nine most populous countries with the highest number of illiterates. According to E-9 Country Reports (2010), as cited in the 8th E-9 Ministerial Review meeting on Education For All (2010), Nigeria is ranked 7th out of the 9 countries that make up the group. In other words, Nigeria is the 3rd poorest among the E-9 countries in terms of literacy and the only member in sub-Saharan African. Based on the country comparison index of literacy level by
country in 2012, out of 184 countries, Nigeria is ranked 161 with 66% literacy rate (Ogunbiyi 2015; Ozoemena, 2012).

Unless a drastic measure is taken to tackle the problems bedevilling literacy promotion efforts in the country, a vast majority of the illiterates will spend their lives stalled in economic uncertainty, with the unequal number living below poverty level and they will be incapable to have access to essential health care. It was further observed that illiterate adults are majorly a product of an inter-generational cycle of illiteracy and unless a literacy programme with appropriate content delivery and methodology that can elicit and sustain their interest in the programme is designed for them and they are encouraged to participate, they are likely to transfer their poor literacy skills from one generation to another thereby making it a cyclical problem that can hinder the development of the nation (Dighe, 2008).

Interestingly, the advent of recent technologies most especially, Information and Communication Technologies (ICTs) has really transformed many areas of our lives and literacy has continued to evolve with the changes in how people communicate (Ge et al., 2004). The impact of ICT is quite evident from the educational perspective as it serves as the solution to the problems posed by space and time for learning and has also transformed the conventional learning settings into new learning environments. The conventional mode of teaching and learning is characterized by 'memorization and reproduction of school texts whereby teachers dominate the interaction and students’ activity is limited to answering questions formulated by the teacher'. As a result of this, "learning tends to be passive, factual and knowledge-based and often happens in isolated artificial contexts" (International Society for Technology in Education, 2002; Jonassen and Land, 2000; Ge et al., 2012; Adedoja et al., 2010).

Today, ICT have significantly extended the scope of learning and have been of immeasurable value to literacy promotion as it has been considered a dynamic force for widening access and participation of adults in literacy programmes and serves as an essential tool for lifelong learning activities. It provides a “multi-sensory stimulation and allow learners to pursue knowledge in multi-path, non-linear progression and this place emphasizes on collaborative work, information exchange and learning that is active, exploratory and inquiry-based”. This in turn improves the learner’s ability to engage in critical thinking, informed decision-making and proactive action in authentic and real word context (ISTE, 2002; Ge et al., 2012; Gorard et al., 2003; Mason, 2006; Jimoyiannis and Gravani, 2011).

Andrews (2004) observed that ICT and literacy are connected in two ways. Firstly, "new technologies are conceived by new literacies as much as the other way round" and secondly, both ICT and literacy “affects, impacts and influences the other, so they both change”. In actual practice, the ability to use ICT is directly connected to literacy skills and literacy skills are essential to the development of ICT literacy (Statistics Canada and OECD, 2005). It was further noted that ICT skills may rely on the adeptness of technology use to a certain degree but may require "cognitive skills, such as those underlying literacy, numeracy and problem-solving skills which are critical for using ICTs effectively" (international ICT Literacy Panel, 2000; Statistics Canada and OECD, 2005).

Specifically, UNESCO (2006) outlined major roles ICT can play in promoting literacy. These roles include enhancing learning, broadening access to literacy education, creating local content, helping in professional development of literacy facilitators and have the capability to cultivate a learner-friendly environment for literacy teaching and learning. It is believed that ICT has the capability to make learning more real to-life and interesting and to eliminate barriers posed by geographical location thereby helping to ‘include the excluded’. Again, it is observed to be more cost-effective, especially in the area of providing appropriate learning contents that are indigenous to learners, expose facilitators to best literacy practices obtained elsewhere in the world and provide access to written materials which ultimately promote the developments of literacy skills.

Though there are a lot of ICT tools that can be used to enhance literacy teachings, but the use of mobile phones and personal computers in this 21st century are far extending their reach and offer a high value with respect of literacy teaching and learning. Empirical evidence across the world confirms the use of these technologies to support the acquisition and further development of reading, writing and numeracy skills and this form of learning constitute part of broader blended learning strategies. The conventional classroom approaches are complemented by self-directed learning where learners can practice and progress at their individual pace, time and in different places. This strategy also makes it possible for learners to interact with one another and share experiences from different places (Wagner and Kozma, 2005).

It has been observed that out of all the technologies used for educational purposes, none has made much impact on the educational process like the computer because it has the capability of activating the senses of sight, hearing and the touch of the user (Adedoja et al., 2010). Specifically, the use of computers for literacy teaching and learning has the capability to augment the uptake of literacy skills and this is as a result of the fact that it can provide real-time feedback to learners and can as well be fun to use for adults who have never used it before. Furthermore, a well-designed educational computer programme with appropriate content can be very exciting to use and this goes a long way to motivate learners, especially when literacy facilitators have the technical know-how on integrating computers into literacy teaching (UNESCO, 2006).

A study carried out by Chudgar (2013) on “The Promise and Challenges of using Mobile Phones for Adult Literacy Training: Data from one Indian State” indicated that there
are mixed promises for using mobile phones to alleviate adult literacy. Also, results from the Alphabétisation de Base par Cellulaire (ABC): Mobiles 4 Literacy in Niger in which adult learners learned how to use simple mobile phones as part of a literacy and numeracy programme implemented by Catholic Relief Services/Niger and in collaboration with Tufts and Oxford Universities, shows that student's scores before and immediately after the first year of the programme (ABC and non-ABC) improved considerably as a result of the literacy programme. Students in the ABC (Mobile phone) villages had higher test scores than their non-ABC counterparts among others. Furthermore, Adedoja et al., (2010) examined the use of Short Message Service (SMS) application as a learning support tool in a University-sponsored literacy programme; the findings showed that the experience of the participants in the use of the application helped to ease learning and made it meaningful. The results from the aforementioned studies testify to the potentials of a mobile phone to improving learning outcomes in adult literacy programmes.

Based on this backdrop, it thus becomes imperative to have empirical evidence of the effectiveness of the use of these ICT tools (Mobile phone and laptop computer) for instruction delivery in adult literacy programmes and specifically identify which of these has more effect on the learners' attitude in adult literacy in Ibadan metropolis as these tools have proved to be effective in enhancing teaching and learning processes and provide learners with the opportunity to learn with no time and space restrictions.

In addition, the two ICT tools are fast becoming part of our daily lives and have the capability to bring solutions to various problems hampering the effective operation and active participation of adult learners in literacy programmes. These problems range from rigid class schedules, inadequacy of instructional materials, and inflexibility in the delivery of content. The problems do not enable adult learners to learn at their own pace, but addressing the problems could.

Research questions

In order to achieve the objective of the study, the following questions serve as a guide for the study:

1) What is the attitude of adult learners towards learning after exposing them to the two ICT Instructional tools?
2) Is there any significant difference between those exposed to mobile treatment and those exposed to laptop computer in their attitude towards learning?

THEORETICAL FRAMEWORK

This study is hinged on the Constructivist Theory. The theory argues that learners generate knowledge and meaning from an interaction between their experiences and their ideas. Constructivists, such as Dewey (1916), Vygotsky (1978) and Bruner (1996) believed that learners could learn actively and construct new knowledge based on prior experiences and as a result, the instructor's role is to facilitate the learning process (Huang, 2002). According to Merriam et al. (2007) as quoted by Collins (2008), constructivism "is a process of constructing meaning; it is how people make sense of their experience”.

In the constructivist approach, an emphasis is placed on the development of learners’ ability and skills to bring about a solution to their real life problems and as such, there is a merge of problem-solving and free discovery skills. In essence, the process of knowledge acquisition is dynamic and built around the process of discovery (Dewey, 1916; Huang, 2002). The major thrust of constructivism is centred on learning, as such, it advocates a learner-centred learning environment rather than that teacher-centred environment. In a learner-centred environment, learners are at the centre of the learning experience and this can be aided in a multiplicity of ways. It has been observed that the primary key to constructing new knowledge is by engaging learners in an experienced-based learning and based on this, developing a learning experience that has the capacity to yield maximum benefits to learners requires the facilitator to be cognizant of individual learner’s needs (Collins, 2008).

With the use of ICT tools for learning, learners are encouraged to actively construct knowledge because it positions them in a realistic context as well as, offering access to supporting tools (Naismith et al., 2004). The advantage of constructivism over other learning theories in the implementation of ICT for learning is that it emphasizes an independent learning style and learners tend to learn more when they explore and experiment and whatever knowledge constructed can be used in the real world settings, as such, the learning acquired becomes permanent. Also, this theory seems to take into consideration the characteristics of adult learners who are believed to be self-directed, having a wealth of experience, problem-centred in their learning and are intrinsically motivated and these characteristics provide a unique base on which they can construct new meaning (Garmston, 1996; Spigner-Littles and Anderson, 1999; Collins, 2008).

METHODOLOGY

The study adopted a descriptive survey design. The questionnaire used to elicit information was developed and duly validated by two adult education experts, an educational technologist and an educational evaluator all in the University of Ibadan. A pilot test of the questionnaire was done in a different adult literacy programme and 0.75 Cronbach’s Alpha coefficient was obtained and considered reliable enough for the study. The questionnaire was designed having two sections. Section A
was on the demographic characteristics of the participant while B was structured on a 4-point rating scale of “Strongly Agree” (SA), “Agree” (A), “Disagree” (D), and “Strongly Disagree” (SD).

Non-probability purposive sampling techniques were used in selecting 20 participants (10 each) in advanced literacy class from a model literacy centre of the University of Ibadan and Oyo State Agency for Adult and Non-formal Education (Oyo ANFE) organized literacy centre located at Eleyele Police Barrack being the participants that form the population of mobile phone and laptop computer mediated learning intervention programme.

An intervention programme was organized to expose adult learners to technology mediated learning that can serve as a motivational factor to better participation in adult literacy programmes considering the inherent problems associated with the traditional method of learning in the literacy programme that often lead to high drop rates due to rigid class schedules. In order to allow learners to learn at their own convenience anywhere and anytime using ICT tools, the intervention was initiated. The intervention programme made use of Social Studies learning content based on the curriculum of advanced literacy class according to the scheme of Oyo State Adult and Non-Formal Education (ANFE) and was delivered through a Mobile Learning Platform (MLP) hosted on www.cltpa.com.

Subsequent to the intervention, the questionnaire was administered to the respondents to ascertain their attitude towards learning and compare the attitude of the two groups (mobile phone and laptop computer). The data collected was analyzed using simple percentages for the demographic variable and descriptive statistics was used for the research questions.

RESULTS

Analysis of demographic data

The study revealed that 20 adult learners were involved in the study, out of which 30% were between 15 to 30 years of age; 50% were between 31 to 50 years and 20% were already above 50 years. Therefore, the study involved young, young-adult and older learners. It also shows that 23% of the adult learners were males and 77% females. Therefore, both male and female adult learners were involved in the study.

The research further revealed that 27% of the adult learners were single while 73% were married. Also, 67% of the participants involved in the study were traders, 33% were clergy and 30% of the learners belong to the other category. Lastly, it was revealed that 50% of the adult learners were Yoruba, 20% were of Igbo origin and 6.7% were Hausas while 23.3 of the learners belong to the other category.

Table 1: Attitude of adult learners towards learning.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Mean</th>
<th>Std. D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel confident and enjoy using ICT to learn</td>
<td>13(65.0)</td>
<td>7(35.0)</td>
<td>-(0.0)</td>
<td>-(0.0)</td>
<td>3.65</td>
<td>0.49</td>
</tr>
<tr>
<td>2</td>
<td>It is interesting using ICT for literacy class</td>
<td>12(60.0)</td>
<td>7(35.0)</td>
<td>-(0.0)</td>
<td>-(0.0)</td>
<td>3.45</td>
<td>0.95</td>
</tr>
<tr>
<td>3</td>
<td>I increase my participation in literacy classes because of the use of ICT</td>
<td>10(50.0)</td>
<td>9(45.0)</td>
<td>1(5.0)</td>
<td>-(0.0)</td>
<td>3.45</td>
<td>0.60</td>
</tr>
<tr>
<td>4</td>
<td>I feel disadvantage having to use ICT in the literacy programme</td>
<td>2(10.0)</td>
<td>2(10.0)</td>
<td>6(30.0)</td>
<td>9(45.0)</td>
<td>3.0</td>
<td>1.21</td>
</tr>
<tr>
<td>5</td>
<td>I find it difficult to transfer understanding from ICT tools screen to my head</td>
<td>-(0.0)</td>
<td>3(15.0)</td>
<td>10(50.0)</td>
<td>6(30.0)</td>
<td>3.0</td>
<td>0.97</td>
</tr>
<tr>
<td>6</td>
<td>The use of ICT helps me to link knowledge e.g. association</td>
<td>9(45.0)</td>
<td>11(55.0)</td>
<td>-(0.0)</td>
<td>-(0.0)</td>
<td>3.45</td>
<td>0.51</td>
</tr>
<tr>
<td>7</td>
<td>I think ICT is not useful for learning</td>
<td>1(5.0)</td>
<td>2(10.0)</td>
<td>6(30.0)</td>
<td>11(55.0)</td>
<td>3.35</td>
<td>0.88</td>
</tr>
<tr>
<td>8</td>
<td>I feel supported in my use of ICT for learning</td>
<td>10(50.0)</td>
<td>10(50.0)</td>
<td>-(0.0)</td>
<td>-(0.0)</td>
<td>3.5</td>
<td>0.51</td>
</tr>
<tr>
<td>9</td>
<td>The challenge of using ICT for learning is exciting</td>
<td>10(50.0)</td>
<td>6(30.0)</td>
<td>-(0.0)</td>
<td>3(15.0)</td>
<td>3.05</td>
<td>1.28</td>
</tr>
<tr>
<td>10</td>
<td>Using ICT to learn is very frustrating</td>
<td>1(5.0)</td>
<td>3(15.0)</td>
<td>8(40.0)</td>
<td>8(40.0)</td>
<td>3.15</td>
<td>0.88</td>
</tr>
<tr>
<td>11</td>
<td>The use of ICT for learning consumes a lot of time</td>
<td>4(20.0)</td>
<td>5(25.0)</td>
<td>7(35.0)</td>
<td>3(15.0)</td>
<td>2.4</td>
<td>1.14</td>
</tr>
<tr>
<td>12</td>
<td>I think ICT usage in literacy class will cause social rupture between facilitators and learners</td>
<td>4(20.0)</td>
<td>4(20.0)</td>
<td>7(35.0)</td>
<td>2(10.0)</td>
<td>2.05</td>
<td>1.28</td>
</tr>
<tr>
<td>13</td>
<td>The practice of using ICT for learning as an easy process</td>
<td>11(55.0)</td>
<td>8(40.0)</td>
<td>1(5.0)</td>
<td>-(0.0)</td>
<td>3.5</td>
<td>0.61</td>
</tr>
<tr>
<td>14</td>
<td>I think learning through the use of ICT tools will be easier to retain compared to other modes of learning</td>
<td>9(45.0)</td>
<td>8(40.0)</td>
<td>3(15.0)</td>
<td>-(0.0)</td>
<td>3.3</td>
<td>0.73</td>
</tr>
<tr>
<td>15</td>
<td>Learning through the use of ICT is a more flexible method of learning as it can be done anywhere, anytime.</td>
<td>12(60.0)</td>
<td>8(40.0)</td>
<td>-(0.0)</td>
<td>-(0.0)</td>
<td>3.6</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Weighted average: 3.19 (79.8%)
The use of ICT is a "mediated teaching and learning process as it provides opportunities for learners to “explore, experiment, construct, converse and reflect” (Wang et al., 2009), “articulate ideas, negotiate meaning and collaboratively construct shared knowledge” (Papastergiou, 2006) and engage learners in “peer interactions, group reflection and discussion” (Santall et al., 2012). All these tend to have influence on the learners’ attitude especially adult learners who have their own distinct characteristics espoused by Knowles (1980).

At the initial level of introducing the tools to the learners, they were reluctant in using the ICT tools for learning as they were not conscious of the inherent benefit of these tools as learning aids. Those exposed to mobile phone never believed they could use their phone to access the internet and learn at their own pace, anywhere and anytime. Adult learners exposed to laptop computers were extremely happy as they never thought that they would have the opportunity to interact with a laptop computer talk less of using it to surf the internet for learning activities. After the exposure to ICT tools for six weeks of the study, they displayed positive attitudes towards learning after they realized that the tools encourage them to feel confident, enabled them to link knowledge and ultimately introduce flexibility into the teaching and learning process especially in the acquisition of literacy skills as they can learn at their own pace anywhere and anytime and even making them to be more relevant in this 21st century. This is in line with the report of Garcia et al. (2011) stating that ICT allows learners to create knowledge at their own pace and enables literacy facilitators to make class schedules more flexible so as to accommodate individual differences in the teaching and learning process.

This result is also consistent with other findings from similar researches Longe et al. (2010); Gonzalez et al. (2015); Yusuf and Balogun (2011); Mahmoudi et al. (2012).
class with lots of questions and were always ready to actively participate as the computer is new to them compared to mobile phone they interact with on a daily basis. Aside from that, they see it as an opportunity to be computer literate as this is fast becoming an essential skill required for survival in the 21st century. For those exposed to mobile phone, though they are enthusiastic about using it for learning activities apart from the conventional usage of it for verbal communication as it is very handy, comfortable and enable them to access content on ‘the go’ but those exposed to laptop computer were more positively affected in terms of attitude towards learning.

This result attests to UNESCO (2006) position that computers make learning more interactive, allows learners to work independently and more importantly, it can be fun for people who never used them before and this greatly influenced their level of participation in literacy programme. Also, Kozma (2009) opined that computers have a relatively higher capability as compared to the mobile phone. Computer has a multimedia capacity that allows presentation of learning contents in a variety of forms and provides real-time interaction which is very essential when it comes to learning. The use of computers for literacy teaching can help to change the teaching and learning pattern from the traditional rote learning to a more engaging and problem-solving pattern needed for 21st century survival. Though, computers are becoming more affordable but it is still relatively costly, especially in Nigeria where the majority live below a dollar per day compared to a mobile phone that is inexpensive and more importantly, its proliferation in the country, this holds a great potential for expanding access to literacy education for adult now and future.

Conclusin

The study successfully examined the effects of two ICT tools on learners’ attitude towards learning in selected adult literacy programmes in the area investigated. The study revealed that learners have a positive attitude towards learning after being exposed to the two ICT instructional tools. It also revealed the fact that there is a significant difference between learners exposed to mobile phone instruction and those exposed to laptop computer instruction.

Consequently, the use of these tools should go together with changes in the mode of teaching, better contents planning, professional training of the facilitators and a favourable and appropriate government policy to strengthen it for adult literacy programmes.

Recommendation

Based on the findings, the following recommendations were made:

- Literacy organizers and facilitators should be sensitized on the importance and need to use these ICT tools so as to make up for the weaknesses inherent in the traditional mode of instruction in adult literacy programmes.
- ICT tools should be seen as viable instruments upon which basic and post-literacy programmes can be delivered to the learners in order to prevent them from relapsing into illiteracy and ensure a lifelong learning.
- Further research on assessing the impact of ICT on adult learners’ attitude towards learning should involve a larger number of participants across cultural boundaries for better generalization.

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