INSTRUCTIONAL MEDIA FOR THE PROMOTION OF ADULT LITERACY EDUCATION PROGRAMMES IN BENIN METROPOLIS

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Abstract

This study examined the role of instructional media in adult literacy education programmes in Benin metropolis. The population of the study comprised 404 adult learners. Four research questions were raised to guide the study. The descriptive survey research design was employed. A sample of 150 respondents was used for the collection of data. A 20 - Item questionnaire with correlation index of 0.65 was used for data collection. Mean scores and percentage statistics were used to analyse the data obtained. The findings revealed that literacy by radio was the best way to use instructional media in promoting literacy education programme because of its level of availability; almost every house has a radio even in the rural areas. Secondly, it was discovered that many adult instructors are not familiar with some relevant instructional media and do not even know how to use high tech instruments such as Projector, Television, Computers, among others. It was therefore, recommended that instructors should encourage and expose the learners to the use of various instructional media. Moreover, instructors should be given training on how to improvise the development and proper use of instructional media so that when the type of instructional media needed for a given instruction is not available, they can improvise.

Key words: Instructional Media, Adult Learner and Literacy Programmes

Introduction

Literacy is seen as a vehicle for the promotion of cultural and national identity. It is also a means through which everyone can realize their full potentials. Adult literacy programme is a practice in which adults engage in systematic and sustained self– directed educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It also means any form of learning that adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. For centuries, literacy has been seen as the ability to read, write and compute. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their

needs. It is also noteworthy that literacy helps people to be enlightened in the community in order to think objectively and make progressive decisions on issues concerning their lives and those of others. Literacy is the foundation of all skills and criteria for economic development; without adequate proficiency in literacy, the chance of educational development is limited (Oyitso & Erharuyi, 2020). Besides, the adults are those handling affairs of this country and are involved in decision making process. Literacy can offer the understanding that will help facilitate the process.

The problems of illiteracy has been a major concern to educationists, academics, economic planners, development experts as well as the various governments of the world (Olomukoro & Erharuyi, 2017). The world is changing every day, for adults to be able to change with it; there is need for literacy programmes which are very important at every level from community to national level. Literacy skills are needed for the people to be able to partake meaningfully in development programmes of the society. The adult literacy education centres were established in Benin metropolis to help organize and provide adult literacy education programme in the locality. This will afford many illiterate adults the opportunity for a second chance

education so as to become more proficient in literacy education skills. In addition, the centres are encouraged to employ the use of media where it is possible to widen the scope of delivery of the services as time and age are no longer barriers to education.

Media refers to the means or channels for general communication, information, dissemination and entertainment in society. Media has made the world smaller by connecting people like never before. Media has helped tremendously in making education universal. It provides a framework that enables one to access, analyze, evaluate and create messages in a variety of forms. Today, we get most of our information through an interwoven system of media technologies. According to Khan (2019), media is divided into three categories; print, electronic and digital media. Print media being the first form of media consists of any type of printed materials such as books, newspapers, magazines, journals, newsletters and many more. Electronic media makes information entertaining; this is made possible with the help of television, radio, movies among others. While, digital media encompasses all types of social media, blogs, forums, web portals, among others.

Instructional media includes all the materials and essential resources that an

educator uses to implement instructional delivery and facilitate learners' attainment of instructional objectives. This may include materials such as chalkboards, printed material (handouts, books, and worksheets), display boards, charts, slides, overheads projectors, real objects, videotape or film, as well as newer materials and methods such as computers, real objects or models, DVDs, CD-ROMs, interactive whiteboard, the Internet, among others. They facilitate learning by increasing understanding and comprehension of leaning materials by the learners.

The common objectives of instructional media are grasping attention and supporting learning with living examples and visual elaboration, making learning real, rewarding and enjoyable experience. It enhances the adults' thinking capacity and helps them to reason things out for proper understanding. Since the adults get bored with traditional teaching, the literacy instructor has to use instructional media to attract and sustain learners' interest in the teaching/learning process. Much specialized training is needed especially in non-formal teaching method for successful programme. According to Pandith and Muddasir in Ojogwu & Aghedo (2013), the effectiveness of teaching - learning process does not depend only on the

instructor but also upon the different types of equipment available in the literacy class. As far as adult literacy is concerned, these materials could be purchased, locally made or imported from other countries when necessary for effective teaching and learning. Jimoh (2009) opined that the instructional media allow the growth of specific learning ability to enhance intellectual skills. He further stressed that the use of charts and models allow the facilitator to present and illustrate many physical phenomena and issues easily and at the same time, enable them to focus attention on the characteristics of objects.

There is need to emphasize that the application of instructional media in adult literacy education improves teaching-learning and allows the facilitators as well as adult learners to interact effectively in the learning environment they find themselves for mutual benefits. More especially, instructional media is used in adult literacy programmes because of the characteristics of the adult learners and since the focal point of adult literacy education is to instill in the learners practical skills, effective communication and interaction within the learning environment, this is essential in ensuring attainment of desired outcome.

Statement of the Problem

Literacy instructors in adult literacy education environment use various instructional media in promoting literacy education teaching. This is because adult literacy education, which aims at equipping the adult learners with the skills of reading, writing and computing, can be enhanced through improved communication. Practical skills and competencies can best be developed through the use of instructional media. It is sad to observe that there is no sufficient evidence to show that those who use these materials do so properly or as expected in the course of teaching and learning as well as how well they are employed in adult learning processes.

It is as a result of this development, that this study decided to ascertain whether or not adults, performance in literacy programmes is enhanced when oral instructions and learners' involvement are complemented by effective use of instructional media, how the materials are being utilized by the instructors, the effect of instructional media on learners in the acquisition of literacy skills and to explore strategies through which adult literacy programmes can be effectively empowered through the media so as to attain the desired instructional outcome in the adult learners

Research Questions

In order to address the issues raised in the statement of problem, the following questions were raised to guide the study.

1. What are the different types of instructional media used to enhance adult literacy education programmes?
2. What are the contributions of instructional media in adult literacy programmes?
3. What are the challenges facing the use of instructional media in adult literacy programmes?
4. How can facilitators and learners conveniently use instructional media to enhance teaching and learning process?

Research Methodology

The target population consists of all adults who are currently enlisted in Adult literacy education programmes in Benin metropolis. The estimated population is four hundred and four (404) participants. This study employed the descriptive survey research design. Five literacy centres were randomly selected from the twenty-five literacy centres in Benin metropolis. The five centres were selected through stratified random sampling. Benin metropolis was stratified into five zones namely: East, West, South, North and Central, with five functional literacy centre each. Five were randomly sampled choosing one from each zone. One

hundred and fifty (150) adult learners were sampled. The data for this study was obtained through the use of questionnaire. The items in the questionnaire were structured in line with the modified Likert-type scale comprising four levels of measurement such as Strongly Agree, Agree, Disagree and Strongly Disagree. It was validated by three lecturers in the Department of Adult and Non–Formal Education, University of Benin. Their choice was based on their experience in the development and validation of similar instruments. The Test - re test method of estimating reliability was used to ascertain the reliability of the instrument. A correlation index of 0.65 was obtained. This shows that the instrument was reliable. Data were analyzed using mean scores and percentage statistics. Any mean score from 2.50 and above was regarded as "Agree",

while mean scores below 2.50 were tagged "Disagree".

Results

Research Question One

What are the different types of instructional media used in adult literacy education programmes?

Table 1. Distribution of responses on the various types of Instructional Media available in Adult Literacy Education Programmes.

N = 150

S/N	Items	$\bar{x}$	% of positive response	Remark
1	Audio media is one of the types of instructional media in use.	3.38	76%	Agree
2	Visual media is one of the types of instructional media in use.	3.21	71%	Agree
3	Audio-visual media is one of the types of instructional media	3.12	66%	Agree
4	Electronic media is one of the types of instructional media	3.19	69%	Agree
5	Non-projected media is one of the types of instructional media in use at the centres.	3.01	60%	Agree
	Grand Mean	**3.18**		**Agree**

The analysed data in Table 1 indicates that majority of the respondents agreed to all the items in the table. This is clearly seen in the mean scores which are above 2.50 and the percentages which are above 50%. With a grand mean of 3.18, it shows that audio media, visual media, audio-visual, electronic media and non-projected media are efficiently used in adult literacy education programmes. The finding further revealed that audio media is the most commonly used in adult literacy education programmes in the study area.

Research Question Two

What are the contributions of media in adult literacy programmes?

Table 2. Distribution of responses on the contribution of media in adult literacy programmes.

N = 150

S/N	Items	$\bar{x}$	% of positive response	Remark
6	Instructional media enhances learning and academic performance	3.26	67%	Agree
7	Instructional media enables learners relate theoretical knowledge with practical knowledge	3.21	65%	Agree
8	Instructional media encourages creativity	3.18	62%	Agree
9	Instructional media helps to facilitate the development of the well -being of adults in the society	2.80	58%	Agree
10	The use of instructional media helps adult learners to retain learned materials easily	2.68	54%	Agree
	Grand Mean	**3.02**		**Agree**

The data in Table 2 above revealed that all the items represent the contributions of instructional media in adult literacy programmes. This is seen in the mean scores which are above 2.50 criterion and the percentages which are above 50%. With a

grand mean of 3.02, it shows that majority of the respondents agreed that Instructional media help to ensure the transfer of

theoretical knowledge to practice in literacy education programmes.

Research Question Three

What are the challenges facing the use of instructional media in adult literacy education programmes?

Table 3. Distribution of responses on the challenges facing the use of Media in Adult Literacy Education Programmes

N = 150

S/N	Items	$\bar{x}$	% of positive response	Remark
11	Most adult instructors are not familiar with the instructional media	3.35	70%	Agree
12	Instructional media is very expensive	3.28	67%	Agree
13	Instructional media is time consuming	3.08	58%	Agree
14	Power is not readily available for the use of electronic media appliances	3.40	73%	Agree
15	Instructional media is not properly funded by the ministry of education.	3.30	69%	Agree
	Grand Mean	**3.28**		**Agree**

The data in Table 3 above revealed that all the items represent the challenges facing the use of instructional media in adult literacy programmes. This is clearly seen in the mean scores which are above 2.50 and the percentages which are above 50%. With a grand mean of 3.28, it shows that

most adult instructors are not familiar with the instructional media; moreover, instructional media is very expensive, time consuming, not properly funded by the ministry of education and power is not readily available to use the electronic media

Research Question Four

How can adult facilitators conveniently use media in adult literacy education programmes?

Table 4: Distribution of responses on how Adult Instructors and Learners can conveniently use Media in Adult Literacy Education Programmes

N = 150

S/N	Items	$\bar{x}$	% of positive response	Remark
16	Through literacy by radio.	3.56	77%	Agree
17	Through The use of Primer	3.21	65%	Agree
18	Through the use of instructional television	3.08	60%	Agree
19	Through the use of projectors	2.95	57%	Agree
20	Through audio-visual materials	3.11	62%	Agree
	Grand Mean	**3.18**		**Agree**

The data in Table 4 above revealed that all the items represent how adult instructors and learners conveniently use media in adult literacy education programmes. This is clearly seen in the mean scores which are above 2.50 and the percentages which are above 50%. With a grand mean of 3.18, it shows that adult instructors and learners can conveniently use media in adult literacy programmes through literacy by radio, use of Primer, use of instructional television, use of projectors and through audio-visual materials, just to make learning real.

Discussion of Findings

The findings revealed that audio media is one of the instructional media most commonly used and available than the visual media, audio -visual media, projected media and non-projected media. Instructional media facilitate the process of teaching/learning in adult literacy education programmes. This is also in line with Pandith & Muddasir in Ojogwu & Aghedo (2013) who noted that Audio-visual media makes teaching and learning process more interesting, stimulating and effective.

Moreover, findings from this study showed that instructional media influences adults' learning and academic performance. Instructional media is used to promote effective retention of subject matter; it also reveals that the use of instructional media widens the channels of communication between adult instructors and learners, thereby making learning faster with less stress. This confirms Ajao (2013)'s observation that there is a strong positive relationship between instructional resources and academic performances.

The findings also revealed problems associated with the use of instructional media to include the problem of epileptic Power supply hindering the use of electronic media, more importantly, many adult instructors are not familiar with some relevant instructional media; they do not know how to use high tech instruments such as Projector, Television, Computers, among others. There is need therefore, for appropriate measures to be taken for instructional media to yield the expected results and make teaching and learning process effective in both the adult learners and the programmes at large. This agrees with Anyanwu (2003)'s opinion, that instructional media are the resources that the adult instructors and learners use to make teaching and learning process effective.

The findings in table 4 showed that most of the respondents agreed that literacy by radio was the best way to use instructional media in literacy programme. They believed almost every home has a radio even in the rural areas. Radio has different sizes; this makes it easy for one to power the smaller sizes with batteries even where there is no electricity. Literacy by Radio involves the teaching of reading, writing and calculation to adult learners in their mother tongue through the radio in order to accelerate the pace of literacy delivery to as many illiterate people as possible and make them literate within a very short period (UNESCO, 2005). According to UNESCO (2009) the Literacy by Radio project in Nigeria is an excellent example of good practice, especially the processes of advocacy which led to its acceptance in the country. The project has been scaled up in all states in the country including the Federal Capital Territory (FCT).

Conclusion

Based on the findings of the study, it was concluded that the use of instructional media plays a vital role in promoting adults learning in adult literacy programmes and instructional media makes learning practical which enhances academic performances, encourages creativity, develops the wellbeing of adults

in the society and helps the adult learners to retain learned materials easily.

Recommendations

Based on the findings, the following recommendations are offered;

1. Since it has been affirmed by the study that audio media is the most available, seminars should be organized regularly for the instructors on how to use audio media to facilitate the teaching and learning of adult education.

2. Instructional media comes in different forms, so instructors should ensure the use of the right instructional media. Also, instructors should be creative and innovative so that when the type of instructional media to be used for a given instruction is not available, he or she can improvise. This demand for appropriate training and retraining for the instructors.

3. Adequate arrangement should be made to provide uninterrupted alternative power supply or source, not only to ensure a conducive atmosphere for learning, but to make sure that instructional media that need electricity can function optimally. Furthermore, the relevant authorities should make sure that instructional media are at the disposal of adult instructors and regularly organize

seminars where they can be taught on how to use the sophisticated instructional materials.

4. The study has also established the importance of literacy by radio, In order to maintain momentum, funding the project must continue to be greatly enhanced.

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