
COMMUNICATION STRATEGIES AND ADULT TEACHING/LEARNING PROCESS:
AN EXPERIMENTAL STUDY IN SOUTH WEST NIGERIA

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ABSTRACT

The goal of this paper was to provide insight into the appropriate instructional strategies to be adopted by adult literacy instructors, planners and researchers to enhance effective adult literacy teaching/learning process. The methodology for this study was a 3x2x2 quasi-experimental pre-test, post-test control group design. The target population was all adult learners in all the literacy centres in Ibadan, Oyo State, Nigeria. The subjects for the study comprised three hundred and four (304) intermediate class adult learners from sixteen (16) selected adult literacy centres in Ibadan metropolis. For this study, three hypotheses were generated and tested at 0.05 alpha level. Five constructed and validated research instruments used for the study were: (1) a recorded cassette containing teaching on the selected concepts of Civic Literacy Education (2) Learners' Achievement Test (LAT) in Civic Literacy Education (3) Learners' Attitude towards Civic Literacy Education Questionnaire (LATCLEQ). The experiment lasted ten weeks and data obtained were analysed using Analysis of Covariance (ANCOVA), Multiple Classification Analysis (MCA) and Scheffe Post-hoc test. The main findings of the study revealed a significant main effect of treatment on learners' achievement in civic literacy education ($F_{(2,303)} = 19.92; p < 0.05$). In these results, learners in experimental group 1 taught with drama method made a significant gain in knowledge with the highest mean score of 81.304 followed by those in experimental group 11 taught with audio-based instructional package with a mean score of 76.9. The conventional method group contributed least with a mean score of 63.79. It was therefore recommended that educational policy makers and adult literacy education practitioners should use more of the drama and audio-based communication or instructional strategies in adult literacy teaching/learning process.

Keywords: Communication Strategies, Adult Learning, Civic Literacy Education.