
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.

1. INTRODUCTION

Mass literacy advocates the need for every member of the society to have some levels of education that would enhance the right attitude to personal development, which constitute a good livelihood (Jegede, 1998). Illiteracy is therefore considered as a cankerworm and a threat to individual and nation's development which must be totally eliminated or reduced. If illiteracy has been identified as one of the major obstacles to development, then the tenets of literacy must be upheld in any nation to enhance national development. Thus, in a given society, both the adult and the young need to be exposed to either formal or non-formal education, whereby they can master a level of literacy sufficient to function in their environment.

Adult literacy education must however be transmitted through viable and effective communication strategies or media to achieve its goals and objectives. Communication is then defined by Oyewo in Babajide and Oyedola (1999) as the process of transmitting, receiving and acting upon message, information, thoughts, ideas, attitudes and feelings through mutually agreed understandable and determined codes or symbols.

The definition points out three components of communication essential to the communication network. These are the communicator or the sender, content or message and the audience or receiver. In adult literacy context, communication can therefore be defined as the transfer of educational message(s) from the instructor to the learner to make him/her gain knowledge or become literate, thus, changing his/her behaviour where necessary allowing him or her to act on the knowledge to achieve useful results.

Major elements of communication in adult teaching/learning process in relation to the present study are: the information source which refers to the facilitator or instructor, the content or message that is, civic literacy education, the channel which implies communication or the instructional strategies or methods employed in teaching the learners; receiver or destination is the adult learner while the feedback is the performance or achievement or reaction to aspects of the message received by the learner. Without it, the instructor cannot evaluate the effectiveness of his teaching. With the background that education and literacy in particular constitute an important socio-economic indicator of development, demands an appropriate and suitable strategies of transferring its messages at different literacy teaching/learning fora. At the same time, the choice of inappropriate communication or instructional strategies can mar the essence of any adult literacy teaching. In fact, adult instructors, curriculum planners and adult education policy makers should always note the peculiar characteristics of adult learners in adult literacy teaching programme to achieve maximal success. Adult learners tend to be more self-directed and bring a variety of experiences to the educational setting. Moreso, adults learn best when new knowledge or development programme like literacy education is based on existing knowledge and integrated in their culture or tradition. Since culture and development are intertwined, the masses (adult learners) are better reached, mobilized and instructed through the indigenous media they are familiar with. To this end, this experimental study was carried out to examine the relative effectiveness of drama method, audio-based instructional package and conventional teaching method on the learning of civic literacy education by adult learners. The study would further provide insight into the appropriate instructional strategies to be adopted by adult instructors, planners and researchers to enhance effective adult literacy teaching/learning outcome. This finding of the study would also provide adult learners' ample opportunity to participate actively in the civic literacy lesson prevents fatigue, boredom and encourage effective learning which is the ultimate goal of adult literacy programme.

2. THEORETICAL FRAMEWORK

This experimental study is supported by three theories: These theories include: the social science theories (The communication process) and the Learning Theories.

2.1 THE SHANNON AND WEAVER'S MODEL

This model was developed by Claude Shannon in 1949 to show what happens to information bits as they travel from the source to the receiver. The key elements of communication process isolated include source, message transmitter, channel, receiver and the destination. However, the absence of an element - 'feedback' was identified as a weakness of the initial Shannon model. His colleague, Weaver later added it. Besides, the theory excluded 'meaning' which is a cardinal consideration in human communication. Still, the key elements of

the communication process identified by Shannon provided a bearing for all graphic communication models. In relating this theory to the adult learning process, the instructor or the facilitator serves as the source who produces a message or chain of educational messages to be communicated. The adult learners, however, stand in the position of receivers. The channel is the avenue through which the message is transmitted to the receiver. It may be electrical, mechanical or human. Hence, audio-based package and drama are the channels used in this study. The destination is where the message channelled is decoded. The destination in this study, therefore, refers to the central nervous system (the human brain) of the adult learners where the message is processed for final use. Noise is therefore, anything added to the formation signal but not intended by the information source and therefore causing distortion.

In adult teaching process, the effectiveness of communication may be weakened by deficiencies of the source and transmitter, by noise and competition from a variety of sources. Often, the environment of the adult literacy centre acts as a "noise source", which interferes with and distorts reception of the instructor's message. Physical conditions like lighting, temperature, seating may be such as to distract the learners from achieving effective learning. The instructor's personality and mannerisms like aggressiveness and a nervous disposition may block the pathway to learning. Also, the learner - the receiver of the educational message may function in a manner which introduces noise. Thus, he may be incapable of comprehending due to sickness, broken homes, lack of sales and others. Summarily, noise militates against effective communication and it is an obstacle which must be overcome to achieve effective adult literacy teaching/learning process.

2.2 THE LASSWELL MODEL

Another related theory is the Lasswell model, which was published in 1948. Folarin (1995). Lasswell proposed verbal model to describe the process through which these communication functions are carried out. The model, therefore, requires that we answer these questions: Who? Says what? In which channel? To whom? And With what effect?

Lasswell posits that the communication process consists of five major elements viz.: communication, message, medium, receiver and effect. Hence, Harold Lasswell's model compared with Shannon-Weaver S-M-C-R exemplified thus:

Lasswell	Shannon-Weaver
Who corresponds with	Source/sender
What -----	Message
In which channel ----	Channel
To whom -----	Receiver
With what effect -----	Feedback

However, in this study, the "who" represents the facilitator, 'say what' represents the content or message (concepts of Civic Literacy Education) 'which channel' stands for the medium or media of instruction, while, the whom represents the intermediate class adult learners. The central theme of this model that is, the effect of the message on the receiver makes it more relevant to this study. For the primary aim and the essence of selecting any adult literacy teaching method is the extent to which such method helps to make the learning task real and encourages the full understanding of adult learners in any teaching/learning process (Okedara, 1988; Adewoyin, 1991; Abimbade, 1997 and Omokore, 1998). Besides, the reactions that is, performances of the adult learners would assist the facilitator to determine how the teaching has been and is being received by the adult learners.

Lasswell's model assigns three functions to the media.

- Surveillance of the environment (the news function).
- Correlation of the different parts of the environment (the editorial function).
- Transmission of social heritage (the educational function).

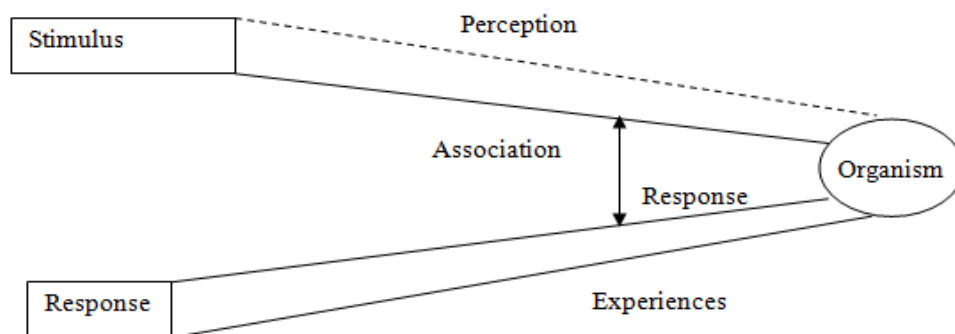
2.2 LEARNING THEORIES

Educational psychology seeks to apply appropriate psychological principles to problems arising from the theory and practice of education. Curzon (1994) therefore states that it is concerned with problems such as: what is the nature of learning? How do we learn? How do we remember and why do we forget? Hence, learning theory forms the basis for meaningful planning, implementation and modification of an effective instructional strategy. The learning theories considered in this study include: The Behaviourist or Connectionist theory and the organismic Gestalt field or Cognitive theory.

2.2.1 BEHAVIOURIST LEARNING THEORY

Behaviourism views psychology as the study of observable, objectively measurable behaviour. Thus, Behaviourist learning theory focuses attention on Stimulus-Response (S-R) pattern of learning and on the significance of contiguity, repetition and reinforcement leading to conditioning. In other words, this theory interprets human behaviour as connections between stimuli and response whereby human being is an organism capable of wide repertoire of behaviour. Adewoyin (1991) describes a stimulus as the message, with content transmitted to the receiver or learner during the communication or teaching process. The response is therefore part of human behaviour, that is, the new performance which the teacher expects the learners to acquire which is regarded as the effect of learning. However, Abimbade (1997) identifies the main elements in this model as: The Stimulus, Organisms and Response as shown in Fig. 1 below.

Fig. 1: Model of (S-R) Learning Theory



Source: Abimbade, A. (1997). *Principles and Practice of Educational Technology* p. 6.

This theory is very relevant to this study in as much as the interest of any research in adult teaching/learning process is on the effects of the educational message transferred or imparted to the learners. Hence, the most effective channel of reaching the learners must be sought. Adebayo (1997) observes that this simple behaviourist model of learning therefore, claims that effects are specific reactions to specific stimuli so that one can expect and predict a close correspondence between media message or methods of instruction and audience reaction or learners' performance. Thus, this theory holds the methods of teaching to be effective, assuming that all learners respond to the stimuli from the instructional media. Applying this theory to this study, the stimulus is considered to be the element of the environment specifically

designed and controlled. These are the instructional strategies employed in teaching the adult learners' drama and audio-based instructional strategies containing a content. That is, Civic Literacy Education which is transmitted to the organism.

The organism is however, considered to be the learner in a learning situation, where he perceives the stimulus and produces a specific observable response based on perception and experience(s).

The response in this context is considered to be the feedback or action of the organism that is, the achievement scores or learning outcomes of the learners in Civic Literacy Education attributed to the nature of the stimuli (the instructional strategies and message) the perception and the experience(s) of the organism (the learners). Besides, feedback may be considered as information which indicates the result of an action and which can be used to determine future actions; encouraging or discouraging further interest in learning.

However, the Stimulus - Response (S-R) theory has been described as a simplistic and inadequate attempt to explain away the rich varieties an perception and consciousness (Curzon, 1990). Suffice to mention that there are other internal activities underlying cognition, motivation and organization of memory in a teaching/learning situation. Hence, we consider another learning theory.

2.2.2 COGNITIVE LEARNING THEORY

This is also referred to as organismic or gestalt theory. This theory of learning assumes that cognitive process, meaningfulness, understand and organizational abilities are the fundamental characteristics of human behaviour. Thus, describing intelligent behaviour in man.

The term 'cognition' as stated by Curzon (1990) is derived from 'cogito' – to think, it involves, essentially; knowing. Cognition has however been defined by Neisser (1976) as all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered and used. Thus, learning is essentially a process of interaction as a result of which the learner attains fresh insights that is cognitive structures and sheds or modifies old ones. Applying this to adult literacy teaching/learning process, the whole essence of teaching can also be said to succeed when and only if an adult learner gains or acknowledges some knowledge which causes him/her to be different afterwards; beneficial to the adult learner and his immediate environment. Thus, adult literacy teaching/learning process is saddled with the responsibility of making its Clientele - adult learners - transformed, regenerated and developed beings.

Besides, cognitive learning theory suggests to the teacher or facilitator for designing instruction to achieve exploration, discovery and effective understanding; which is one of the principles guiding adult teaching/learning process. Hence, adult instructor should realise that adult learners learn at various rates; in different ways and also, factors like cognitive learning styles affect an adult learners' readiness and ability to engage in learning. As a result, the instructor should not teach that which he does not fully understand himself or what the adult learner is not capable of understanding. Also, only those things which can be repeated and subsequently used by the learner should be taught. The integration of knowledge will assist in leading the learner toward his total development – a primary goal of adult literacy education. Adult literacy teaching/learning principles must be guided by the characteristics of the adult since such attributes could enhance or inhibit learning by adults. Moreso, this consideration is pertinent because unlike a child, the adult learner brings to the learning process experience of life. He is however, conditioned by his own interests, prejudices and emotion. The learning situation should therefore, take account of individual differences in learning capacities and styles.

From the foregoing, there is a consensus among the various theories of communication and learning considered that:

- Adult learning is an act which causes a learner to be different afterwards. Thus, learning experience also referred to as certain mental steps acquired through use of appropriate instructional methods.
- The learning theorists also emphasized the importance of some psychological principles in achieving effective adult teaching/learning process. Thus, there is a challenge to find out why the adult learner enrolled in the literacy centre and be motivated and encouraged to achieve his/her goal.
- Also, individual differences must be considered in planning any adult teaching/learning process. Hence, the methods of instruction and the teaching content must be well planned to suit the personality, cognitive and other difference in each of the learners.
- There must be a proper organisation of the content into meaningful sequences. There will be effective learning if learning starts from simple to complex and not vice-versa.
- The choice of appropriate instructional material(s) or strategies in achieving effective adult teaching/learning process cannot be over-emphasized. Relevant and appropriate methods should therefore be participatory in nature. It should also be relevant, clear and effective.

Suffice to mention that, the communication and the learning theories considered in this study recognize that for any adult teaching/learning process to succeed, the message or content must be relevant to the needs, aspirations and ambition of the receivers (adult learners), transferred or taught through appropriate channel or instructional strategies, thus enhancing both the cognitive and effective learning-the ultimate goal of adult literacy education.

3. LITERATURE REVIEW

There are many research works on adult literacy teaching, development and communication strategies. Some of these works are reviewed in this study.

3.1 DEVELOPMENT

Development as a concept is central to the dynamic nature of man; hence man is subject to constant change to a better one. This concept has been defined and explained in diverse ways by different authors. However, Blunt (1990) in Boeren (1994:17) described development as:

Strategies propagated towards economic growth, technical modernization and increased productivity which had brought prosperity to the western nations as key instruments for transforming traditional or pre-modern societies into economics that resembled the advanced democratic and stable nations of the western world.

The above quoted definition has its origin in the aftermath of the World War II whereby the developing nations were being put to the process of development centres on the rate of economic growth and the objectives of development are stated in economic terms. Hence, capital, technology and education are the inputs, the processes are centrally planned and controlled and the outputs are quantified in terms of gross national production (GNP) and per capita income. However, the concept of development as increased economic productivity and the Gross National Product widely accepted measure of the standard of living has been described as inaccurate because it does not take into cognisance the evenly spread of economic growth in a nation. Thus, a new perspective of development was captioned in the report of United Nations Development Programme, UNDP (1990) stress that:

... a nation is developed if the entire people in it lead a long and healthy life, acquire desirable knowledge and skills as well as having good access to resources needed for a decent standard of living. An all round national development whether social, economic, political, scientific and technological must ensure a good access to and participation in learning and building up a learning society in which open-ended, lifelong learning opportunities for all continue to expand in the country.

From the foregoing, development is human-centred, with special emphasis on the physical quality of life; improvement in the living standard of the citizenry through proper education not just accumulation of wealth. Bown (1999) states that, the human development concept is something new about education and learning and that, the access to knowledge is an ingredient and pan of development, not only an instrument for development. Considering the components of development therefore, Nyerere (1968) defines development as liberation and any action that reduces people's say to determine their own affairs or to run their own lives is not development. Development according to him should be felt at the individual level. Development should confer on people, freedom, responsibility, creativity and material well being. Development, therefore, anchors on knowledgeable and skilful individuals in a nation. However, Bown (1999) notes that only a few societies have understood this message. Besides, it places, adult education in a significant position in social policy nationally, since no country will develop if it does not increase its people access to knowledge. It also places adult education in a significant position internationally, since riches are seen as lying in development information and not just in money.

3.2 THE CONCEPT OF ADULT

It is a general belief that adults are the decision-makers of any society or institution. Also, the education of every member of any social order is important and the quality of the society is not likely to exceed the educational level of the adults in it. Who then is an adult? Houle (1972) sees an adult as a person (man or woman) who has achieved physical development and expects to have the right to participate as a responsible home maker, worker and member of society. Sharing this view, Marine (1964) in Ayantunji (1998) defines an adult as a person who has come into that stage of life in which he has assumed responsibility himself and usually for others; who has also accepted a functionally productive role in his community. Thus, these definitions believe that the essence of adulthood lies in the word responsibility which Bown (1979) describes as the potential for earning a living and contributing to society by the work of hand or brain and the recognized 'whatever civic duties the political system allows.

However, Oyedeji (1980) therefore, defines an adult as usually mature from about the age of 18, who are out of school and are engaged in one form of full-time activity or the other. While Lalage Bown (1981) is not being specific about age, but just emphasizes maturity. She however defines an adult as a person who has achieved full physical development and expects to have the right to participate as a responsible homemaker, worker and member of a society. Thus, an adult is both physically developed and responsible. Okediran (1988) in a learning context, describes an adult learner as one who had once dropped out of the first level of the primary stage of the formal school system and has thereby reverted into illiteracy. He further asserts that an adult learner may be one who has never got the opportunity to attend the formal school system to become literate, due to one reason or the other.

From the foregoing, one can reiterate that an adult is a responsible and physiologically matured individual who lives and participates in a developed society. In as much as adults

should be continually exposed to the issues of the day and ways of development; adult education becomes a key to achieving human development.

3.3 THE CONCEPT ADULT EDUCATION

Adult education is a very difficult concept to define. Hence, different definitions have been ascribed to it for clearer understanding. UNESCO (1986) recommendation on the development of adult education defines adult education as the process by which men and women (alone or groups or in institutional settings) seek to improve themselves or their society by increasing their skills, their knowledge or their sensitiveness or any process by which individuals, groups or institution tries to help men and women improve in these ways. In his view, Proser (1967) sees adult education as the force which by all intents and purposes can help to mobilize the society in determining its ends by bringing into focus a maximum of re-orientation and readjustment of value system, attitude and behaviour to any new and changed situation within a limited period of time. Thus, education consider in these ways is very broad. Thus, its content may include education parallel to the school and university system, vocational training and civic education, associated with community development, the functioning of a socio-economic agency or learning how to vote or understanding new constitution. It also connotes all that a man needs to effectively function in his community. However, Bergevin (1967) in explaining the concept of adult education takes a look at some of the goals of this concept of development thus:

- Adult education helps the learner achieve a degree of happiness and meaning in life.
- It helps the learner understand himself, his talents and limitations, and his relationship with other persons.
- It helps adults recognise and understand the need for lifelong learning.
- It provides conditions and opportunities to help the adult advance in the maturation process spiritually, culturally, physically, politically and vocational.
- It also provides education for survival in literacy vocational skills and health measures.

Bergevin (1969) corroborates a wide concept of adult education which covers all spheres of human beings. Thus, embracing lifelong education, fundamental, liberal, vocational remedial and literacy assertion is further supported by Tugbiyele (1975) by vocation is more than literacy education or remedial education, but what people need and want as long as they are alive regardless of their previous education. This, Lengrand (1970) in Bown (1979) claims is to the accelerated pace of change in the twentieth century, with constant developments in science and technology, new means of communication coupled with major alterations in political institutions. Hence, education is thus described as a long-life programme. Anyanwu (1980) therefore, submits that the scope of adult education extends to serve both old and young, men and women whether early or late achievers. It is therefore a purposeful effort towards self-development. This is further stressed by UNESCO (1985) by describing adult education as all kinds of education for all adults in and out of school, formal and informal, full-time and part-time, for persons who no longer attend school, as well as those who never attended a school.

Asserting the scope of adult education, Bergevin (1967) submits that if we grow up, the education of adults must be broad and diverse, every public or private institution in which an adult is involved must carry its share of this task. Thus, Smith (1982) describes adult education as programmes of improving learning activities, organised by universities, public schools, churches, labour and industry and other voluntary agencies. In other words, since adult education is generally accepted as an important and integral part of development; every unit of the society must discover co-operative ways of accomplishing the set objectives of this concept.

This view justifies the intervention of local, governmental and foreign agencies in literacy promotion in Nigeria. Literacy, has however been viewed as an important element of adult educational programmes in Africa and has been made more functional by combining the teaching of writing, reading and numeracy with the teaching of other skills – functional literacy. Thus, newly literate person is known as a neo-literate, while education beyond the literacy stage is post literacy education.

3.4 COMMUNICATION MEDIA IN DEVELOPMENT

The realization that communication if carefully conceptualized as part of development programmes can help in making people-oriented projects successful has given rise to development support communication. Adebayo (1997) observes that there is a symbolic relationship between communication and development. Development supports communication, aims at enhancing information flow in development programmes like community development programme, adult literacy education and so on. Boeren (1994) however, observes that in concepts of participatory development and self-reliance, communication is expected to stimulate and contribute to the process of empowerment. Thus, development communication occurs when there is a meaningful exchange of ideas. It also has the potential of making people aware of their situation and their own paving the way for concerted action.

This form of communication is an indispensable tool in getting the masses, the rural and urban, involved and integrated in a development programme. Therefore, the role of certain media, like the electronic media, such as radio and television cannot be overemphasized. They can reach a wider possible target audience at a possible cheap cost.

The principal roles of electronic and print media as popular organs of development are to inform, mobilize, educate and to entertain. However, the manner in which each medium performs its role differs. This is why we shall examine these media in global development; more especially in literacy development.

3.4.1 RADIO

Ezenwilo (1980) claims that radio have brought immediacy, realism and almost limitless scope to communication. It is a medium of mass communication which almost all experts agree is the most appropriate for the rural emancipation program. This corroborated by UNESCO (1995) in Moemeka (1980:73) which notes that:

... in developing countries, the greater part of the people living on the land are frequently isolated by illiteracy and lack of transport. (But) effective communication with rural people and their active participation in the life of their country are essential for developing societies. Radio broadcasting when skillfully used, has proved to be the most effective medium of communication with these far flung populations.

However, Moemeka (1980) observes that radio is accorded this special position because of the following reasons: it beats distances, and thus has the immediacy effect. It beats literacy barriers; one does not need to know how to read and write before one can learn from the radio. Radio also penetrates the remote areas of the country where other media may not be easily accessible. Thus, it is being referred to as ‘a populist medium’. Omenesa (1998) also submits that all over the world, particularly in the developing countries, radio has been hailed as the

most effective medium of mass communication - down to the grass roots. Thus, it is widely owned in the rural areas.

In adult literacy context, radio is referred to as a broadcast medium or instructional radio. Hence, Ezenwilo (1980) classify the methods that can be used in educational broadcasting into eight types. Radio lessons with an instructor, talks, recitations or readings, interviews forums or debates, dramatizations, musical programmes with supplementary comments, documentaries and actual broadcasts. Buttressing these classifications, Madu (1979) claims that instructional radio can be used for both formal and non-formal adult education. Coupled with a pre-prepared curriculum and require a definite structure, support materials, monitors or instructors and some kinds of definite feedback. However, radio as a medium, relies entirely on sound, thus the absence of visual characteristics is a great handicap. Hence, it may not be an appropriate medium for subjects, which require visual demonstration like physical science, arithmetic and technical skill.

3.4.2 TELEVISION

This is another popular medium of mass communication. The most obvious characteristic is that it is both an aural and visual medium. Because of its audio and visual qualities, the television has very significant advantages over both the radio and the newspapers in the field of development education. Television can be a very effective medium for rural development, teaching/learning because the communicator or instructor can be seen and heard while using television. Ezenwilo (1980) refers to this as significant education implications.

Instructional television can therefore play a very important part in teaching adult learners with special reference to the principles of adult learning. However, adult learners learn best when the media or methods of instruction are entertaining and participatory in nature. Thus, an audio-visual device like television helps a learner to see, understand and remember the information and knowledge passed. Adebayo (1997) thus, submits that audio-visual media help to make teaching and learning more effective by engaging more than one sense of at a time. He further stresses that researches in the psychological domain of the factors that affect memory indicate that 15% of what is read is remembered; 20% of what is seen, and 30% of what is heard is remembered. Therefore, at least in theory, whatever is both seen and heard will be 50% remembered.

However, there are two important limitations of television; it is very expensive and not so within the reach of the common man. Thus, not every literacy centre or an individual learner can afford it. Also, it cannot function effectively without electricity. Thus, literacy centres in the rural areas where there are no electricity cannot use the instructional media. Besides, the urban cities do not enjoy a steady electricity supply. Hence, adult learners or literacy centres cannot boast of having a hitch-free teaching/learning process with instructional television.

3.4.3 PRINT (NEWSPAPER)

This medium also plays some of the roles already ascribed to the electronic media. Stressing the advantages the print media have over other medium, Moemeka (1980:72) comments:

The print media have an enduring characteristic which neither the radio nor the television has. The newspaper can be read and re-read at convenience, thus allowing for fuller and better understanding of the message content. It can be stored away for future use, making for the preservation of materials that use, considered important for future reference.

However, these printed media include posters, newspapers, pamphlets, books, charts, flip charts, flannel graphs and so on. They therefore combine words, pictures and diagrams to convey accurate and clear information. The greater advantage as observed by Boeren (1994) is that they can be looked at or read for as long as the viewer or reader wishes. Printed materials are, however, relatively cheap, simple and easy to produce. Besides, these media are effective in a mass literacy campaign; mobilization and post-literacy programmes.

3.5 INDIGENOUS COMMUNICATION AND ADULT LEARNING

The major link between indigenous communication and human development is the recognition of people's social and cultural values within which it is possible to realise community aspirations and empowerment. Boeren (1994) asserts that culture helps a group and its member to cope with life in a particular environment and in a particular era. It contains deposits of knowledge and experience which a group has found useful and necessary for the survival of the group. To achieve development, the culture of the people has to be taken into consideration. The communication medium or media to be employed should be familiar to the people and well integrated in their culture. This therefore, stresses the relevance of the indigenous communication in adult literacy teaching/learning situation.

Okwori (1994) claims the authenticity of the messages carried by indigenous media in that they are effective in promoting changes in beliefs and attitudes. This is because they are characterised by emotions, feelings, values and social experiences shared by members of a community. Also, these communication media constitute a substantial part of the normal life of the people in a rural setting; enhance the development if development ideas like adult education are communicated through them. This therefore justifies the use of drama as one of the three instructional strategies employed in this study to enhance effective teaching/learning outcomes of adult learners in civic literacy education.

Indigenous communication strategies like drama as observed in education aims at exposing a social problem or reinforcing cognitive learning. Also, it aims at providing information and ideas in a stimulating manner. Drama therefore, has a prepared stage or plot through which a message is transferred to the audience. Hodgson and Banham (1972) in Augustus (2001) describes and justifies drama as a very good communication or instructional strategy for teaching because proficiency and learning do not only come from reading and learning, but also from action and good work which is more often the result of spontaneous effort and interest, rather than of compulsion and forced application. Adult learners have therefore been observed to learn better when the method of instruction is interesting, participatory and coercive.

It is not out of place then to have incorporated drama as one of the instructional strategies in teaching civic literacy education to adult learners in this study.

3.6 AUDIO-BASED INSTRUCTIONAL TEACHING

Researches on media and development have rated radio a special position in transferring development messages to the people at the grassroots level. Moemeka (1980) observes that radio is accorded this special position because it beats distances and has immediacy effect. It also beats literacy barriers, in that one does not need to know how to read and write before one can learn from the radio. Radio also penetrates the remote areas of the country where other media may not be easily accessible. That is why radio is being referred to as populist medium.

In adult literacy context, radio is referred to as a broadcast medium or instructional radio. It may be in the form of radio lessons with an instructor, talks, recitations or readings,

interviews or debates, dramatizations and musical programmes with supplementary comments. Boeren (1994) also observes that audio-cassette offers a great deal of flexibility to the user. This can be used or consulted according to the needs of the audience. In teaching/learning context, imaginative teachers can originate the production of audio-taped instructions or programmes with minimum technical assistance. Based on this, the study employed audio-taped instruction in the teaching of civic literacy education to adult learners in Ibadan metropolis of Oyo State in South West Nigeria.

3.7 CONVENTIONAL TEACHING METHOD

This involves the human teacher writing on the chalkboard, encouraging questions from learners, giving answers to them and eliciting answers from learners to questions posed by the instructor. It is therefore, the teaching/learning interaction solely between the human teacher and the learners in a classroom setting.

4. METHODS AND MATERIALS

4.1 RESEARCH HYPOTHESES

The following null hypotheses were tested:

- HO₁: There is no significant main effect of treatment on adult learners' (a) achievement in civic literacy education (b) attitude towards civic literacy education.
- HO₂: There is no significant main effect of gender on adult learners' (a) achievement in civic literacy education (b) attitude towards civic literacy education.
- HO₃: There is no significant main effect of learners' socio-economic status on (a) achievement in civic literacy education (b) attitude towards civic literacy education.
- HO₄: There is no significant interaction effect of treatment, gender and socio-economic status on adult learners (a) achievement in civic literacy education (b) attitude towards civic literacy education.

4.2 RESEARCH DESIGN

A pre-test, post-test control group quasi-experimental design was adopted in this study. This design fits into a 3x2x2 non-randomized factorial design. The independent and intervening variables are crossed in a 3x2x2 factorial design. This comprises three treatment groups that is, drama method; audio-based instructional package and conventional classroom method of teaching, two levels of socio-economic status; high and low; and two gender groups male and female. This design was selected because it allows the concurrent manipulation of two or more independent variables (Kerlinger, 1973). The dependent variables are: Learners' achievement in Civic Literacy Education and; Learners' attitude towards Civic Literacy Education

Table 1 shows a 3x2x2 representation of the factorial matrix (having a cell of 12) of the study

X Y	T1		T2		T3	
	M	F	M	F	M	F
High	N ₁	n ₂	n ₃	n ₄	n ₅	n ₆
Low	N ₇	n ₈	n ₉	n ₁₀	n ₁₁	n ₁₂

The schematized design for the crossing of treatment groups with the level of socio-economic status and gender is shown thus:

Experimental Group I $O_1 X_1 O_2$
 Experimental Group 2 $O_3 X_2 O_4$
 Control Group $O_5 X_5 O_6$

Where:

$O_{1,3,5}$ represent the pre-test observation

$X_{1,2,3}$ represent the treatments, and

$O_{1,4,6}$ represent the post-test observations.

Thus, Learners in experimental Group I were exposed to the selected concepts of Civic Literacy Education through drama method. Learners in experimental Group II were exposed to the same of Civic Literacy Education through audio-based instruction. Learners in the control group were also taught the same content of Civic Literacy Education uses the normal conventional teaching method. However, the scores from the (i) achievement tests and (ii) attitude to Civic Literacy Education were taken before and after treatment sessions.

4.3 TARGET POPULATION

The population of the study comprised all adult learners in all the literacy centres in Ibadan metropolis. However, the subjects for the study comprised three hundred and four (304) intermediate class adult learners from sixteen purposively selected literacy centres in Ibadan

Table 2: Distribution of learners' according to sex

Sex	Learners	Percentages (%)
Male	104	34.2
Female	200	65.8
Total	304	100.0

Table 2 shows the total number of the learners who participated in the experimental teaching programme. There were 104 males and 200 females. In other words, 34.2 percent of the sample was male, while 65.8 percent was female.

Table 3: Distribution of learners according to age

Age Grouping	No of Learners	Percentages(%)
Under 20 years	11	3.62
20-40 years	189	62.2
41-60	104	34.2
Total	304	100.0

From Table 3 above a total of 11 learners were under 20 years. This is about 3.62%. However, 189 learners were between 20 - 40 years, which constituted 62.2 % 104 learners were therefore between 41-60 years with 34.2%.

Table 4: Distribution of Learners according to socio-economic Status

Socio-economic Status	No of Learners	Percentages (%)
High	108	35.6
Low	196	64.4
Total	304	100.0

Table 4 show two levels of socio-economic status of the learners who participated in the programme. One hundred and eight (108) learners were of high socio-economic status that is 35.6 percent. Also, one hundred and ninety six (196) were of low socio-economic status which constituted 64.4 percent.

4.4 SAMPLE AND SAMPLING TECHNIQUE

Non-randomized sampling technique was used to select adult literacy centres to participate in the study. In selecting the literacy centres, some factors were considered in the interest of the success of this present study. Hence, literacy centres that are viable in terms of organisation, punctuality and efficiency of the instructors were considered for the experiment. Also, the regular learners described as the intermediate level learners of adult literacy education in each centre were selected to participate in the study. The selection was due to the importance of the subject and the peculiarities of the instructional strategies employed. Hence, the sample comprised the intact adult literacy classes in those centres considered fit for the study. In all, the sample consisted of three hundred and four (304) learners. That is, in the two experimental groups and the control group. Non-randomised sampling was also employed in assigning the strategies to the adult literacy centres. These strategies include the drama method; audio-based instruction and the conventional classroom method. A strategy was therefore assigned to 5 literacy centres each comprising both male and female shown in Table 5.

Table 5: Assignment into treatment groups and literacy centres

Group	Treatment	No. of Learners	Sex		Total
Experimental I	Drama Method	5	Male		125
Experimental II	Audio-based instruction	6	Male	Female	92
Control	Conventional method	5	Male	Female	87
	Grand Total	16	104	200	304

4.6 INSTRUMENTS AND VALIDITY

The following research instruments were employed in teaching Civic Literacy Education to adult learners and in data collection for this study.

- Adult Learners’ Mimeograph in Civic Literacy Education.
- Audio-based Instructional Package
- Learners’ Attitude Towards Civic Literacy Education Questionnaire (LATCLEQ)
- The syllabus
- Scheme of work
- Learners’ Achievement Tests in Civic Literacy Education (LATCLE)

In order to establish content validity for the adult mimeograph on Civic Literacy Education, experts in adult education, primer writer, adult instructors and theatre arts practitioners (because of the drama method employed) were consulted for advice and suggestions. As a result, further corrections were effected based on their suggestions before the final draft was written. More so, the experts consulted consented to the selected topics in that they are relevant to the needs and interest of adult learners and adhered to the principles guiding adult learning curriculum. Hence, anything that will enhance health care delivery to the adult learners and avenue for through awareness of happenings in the environment are worth learning for adult learners (Okediran, 1988). However, a test re-tests reliability co-efficient of the

instrument showed 0.8984. Therefore, the instrument was considered appropriate to be administered for the purpose of the study.

To ascertain the validity of this instrument, experts in instructional technology, adult education and adult instructors were consulted for useful ideas and suggestions. Also, the instrument considered the subject content and the expected behaviour which should result at the end of the programme. Hence, the various inputs from experts brought some modifications in the package so as to achieve the major objective of the study – adult learning. After which the final recordings were done in 90 minutes audio-cassettes. This instrument was administered on the representative sample of adult learners to determine its effectiveness before it was finally used for the study.

Having incorporated the relevant suggestions by the experts into the final draft, learners' attitude towards Civic Literacy Education questionnaire (LATCLEQ) was trial tested using a sample of 50 adult learners and a Cronbach Alpha of 0.794 was established. This index showed evidence of internal consistency and construct validity of the instrument. Therefore, the instrument was considered appropriate to be administered for the purpose of the study. The draft copy of the syllabus was given to experts in adult education for content validity. The final syllabus was written out and made ready for the study. The scheme of work was compiled from the syllabus adopted for the study. All the topics were broken into smaller portions with explicit explanations for teaching to learners. The syllabus and the scheme of work were however, given to the experts in Theatre Arts, University of Ibadan to write out the scripts (playlets) for each of the topics which served as a model for the instructors/dramatists.

The content validity of the Learners' Achievement Tests was determined by the opinions of experts from the Institute of Education, Adult Education Departments and an experienced adult instructor who moderated the test-items. Their inputs and suggestions ensured the adequacy of the 70 test-items for the study. However, to ascertain the reliability of this instrument, it was administered to a representative sample of adult learners. First as a pre-test and second, as a post-test using Kuder-Richardson formula 20. The results produced a reliability coefficient of 0.818. This index showed evidence of internal consistency and construct validity.

5. FINDINGS AND DISCUSSIONS

Data obtained from the pre and post-test were analysed using analysis of covariance (ANCOVA) with the pre-test scores as covariate. Where the main effects are significant, Multiple Classification Analysis (MCA) technique was employed to detect the direction of the difference among the groups Scheffe Multiple range tests was also used for post-hoc analysis where there is significant main effect of the treatment groups. A 3x2x2 analysis of Covariance (ANCOVA) was carried out on the three criterion measures so as to test the research hypotheses.

The ANCOVA analyses show that treatment contributes significantly to the differences in the learners' achievement scores ($F_{(2,303)} = 19.92$; $P < 0.05$). Also, it was found that socio-economic status as measured by learners' occupation also contributed significantly to the differences in learners' achievement scores ($F_{(1,303)} = 5.225$; $p < 0.05$). The analysis reveals a significant interaction effect of treatment and learners' socio-economic status of learners' achievement in Civic literacy education ($F_{(2,303)} = 4.461$; $P < 0.05$). The test results show that treatment contributed significantly to the differences in the learners' attitude toward Civic literacy education ($F_{(2,303)} = 6.282$; $P < 0.05$). Also, the interaction effect of treatment and learners' socio-economic status contributed significantly to the differences in the learners' attitude toward Civic literacy education ($F_{(1,303)} = 8.972$; $P < 0.05$). Likewise, it could be seen that the interaction effect of treatment, gender and learners' socio-economic status contributed significantly to the variations in the learners' attitude to Civic literacy education

[$F(1,303) = 5.149$; $P < 0.05$]. It was also found that there is a significant main effect of treatment on learners' achievement in civic literacy education ($F_{(2,303)} = 19.92$; $P < 0.05$). And learners attitude to civic literacy education ($F_{(2,303)} = 6.282$; $P < 0.05$), Therefore, hypothesis 1a and b were rejected.

Drama method was found to have recorded the highest mean score of 81.107, followed by the audio-based instruction (experiment 2) with a mean score of 78.057. The conventional method contributed least with a mean score of 62.94. Moreover, learners of high socio-economic status with a mean score of 78.837 performed better than those of low socio-economic status with a mean score of 72.867. Learners exposed to audio-based instruction had best attitude towards civic literacy education with a mean score of 55.525 followed by those exposed to drama method of instruction with a mean score of 53.155. Those learners exposed to the conventional method had the least mean score of 50.655. However, to find the direction or the relationship between the groups, the Scheffe Multiple range test was used. It could be observed from table 5 that the mean score of each of the 2 experimental groups is significantly different from the control group. The drama method is significantly different from Group 2 (audio-based instructional package). Further testing reveals that there is a significant difference between the drama method and the conventional method, audio-based instructional package and the conventional method. Meaning that, the drama and the audio-based instructional package are mostly preferred. In other words, there is a significant difference between the two experimental groups and the control group on learners' achievement in civic literacy education. Moreover, group 1 – Drama method is significantly different from groups 2 and 3 that is, audio-based instruction and the conventional method respectively.

This indicates that the drama method and the audio-based instructional methods are very important factors, which have strong implications for the success and promotion of any adult teaching-learning process. Furthermore, the results of this study buttress the research findings of Aji boye (1996); Aiye Jagbe (1998); Abolade (1999); Aremu and Akanni (1999) on the superiority and effectiveness of drama and audio-based instructional strategies to the normal conventional classroom method. These findings show that the method of instruction has a significant main effect on the variation of the adult learners' attitude scores towards civic literacy education. In effect, drama method followed by audio-based instructional package play significant role in enhancing adult learners' attitude towards civic literacy education. This finding is in accordance with Oakely (1985) who affirms that drama like puppet shows, theatrical plays and role plays are excellent media for sharing educational stories with large group. They are entertaining and unlike any other media have the potential of dragging the audience (learners) into the message by means of the true-to life character of the performers and the immediacy of the teaching. This finding further confirms the potential value of drama and audio-based instruction in effecting both cognitive and affective learning outcomes. This is in conformity with the research findings of Okafor (1998) where there was a significant main effect of cooperative learning and conceptual change pedagogical strategies on achievement and attitude towards Chemistry respectively. The main effect of gender on adult learning cognitive and affective outcomes thus, hypothesis II states that there is no significant main effect of gender on:

- (a) Learners' achievement in civic literacy education
- (b) Learners' attitude to civic literacy education

The results of the analyses reveal that there is no significant main effect of gender on learners' achievement in civic literacy education ($F(1,303) = 2.167$; $P > 0.05$) and Learners' attitude to civic literacy education ($F(1,303) = 2.138$ $P > 0.05$). Therefore, hypotheses 2a and 2b were not rejected. In order to find out the difference between the male and female respondents, the Multiple Classification Analysis (MCA) reveal that the means for male were

77.527 and 52.085 for achievement in civic literacy education and attitude to Civic literacy education while their female counterparts had means of 73.667 and 53.745 in achievements in civic literacy education and attitude to Civic literacy education respectively.

Therefore, the adult male learners performed better than the adult female learners with respect to achievement in Civic literacy education. In effect, gender as an intervening variable had no significant effect on the variation in achievement scores of the adult learners. This finding corroborates the research findings of Okediran (1988), Akinleye (1988), Adeife (1997) and Abolade (1999) who reported that achievement in Yoruba Reading, Economics and Ecology, Sciences respectively is not gender sensitive. However, the result refutes the findings of Okafor (1998) and Aiyelaagbe (1998) where gender was responsible for the variation in achievement scores in chemistry and reading.

Meanwhile, the mean difference of adult male - 52.085 and female learners - 53.745 with respect to attitude in civic literacy education reveals that female learners tend to have a positive attitude to civic literacy education than male learners. One can advance a reason for this in the light of the contents of civic literacy education treated which could be of interest to the female learners than the male learners.

The main effects of learners' socio-economic status on learning cognitive and affective outcomes are assessed in hypothesis III which states that there is no significant main effect of learners' socio-economic status of learners:

- (a) Achievement in civic literacy education
- (b) Attitude to civic literacy education

The analyses show that there was a significant main effect of learner's socio-economic status on learners' achievement in civic literacy education ($F_{(1,303)} = 5.225$; $P < 0.05$) and learners' attitude to civic literacy education ($F_{(1,303)} = 8.790$; $P < 0.05$). Therefore, hypotheses 3a and 3b were rejected. Moreover, the Multiple Classification Analysis for learners' achievement, in civic literacy education and learners attitude to civic literacy education indicates that, the mean score of learners of high socio-economic status 78.837 and learners of low socio-economic status 72.867 with respect to achievement in civic literacy education reveal that learners of high socio-economic status performed better than those of low socio-economic status. Likewise, learners of high socio-economic status with a mean score of 55.595 had positive attitude to civic literacy education better than those of low socio-economic status with a mean score of 52.945. This however, opposes the research results of Okediran (1988) that learners' socio-economic status has no effect on the learners'; the achievement in Yoruba Reading and supports the research findings of Fajoyomi (1988) who reported that learners' socio-economic status influenced achievements in Arithmetic, English and General Papers examinations respectively. The interaction effect of treatment, gender and socio-economic status on adult learning outcomes was assessed in hypothesis IV. Hypothesis IV states that there is no significant interaction effect of treatment, gender and learners' socio-economic status on:

- (a) Learners' achievement in civic literacy education
- (b) Learners' attitude to civic literacy education

The result of the analysis reveals that there is no interaction effect of treatment, gender and learners' socio-economic status on learners' achievement in civic literacy education ($F_{(2,303)} = 1.042$; $P > 0.05$). However, there is a significant interaction effect of treatment, gender and learners' socio-economic status on learners' attitude to Civic literacy education ($F_{(2,303)} = 5.149$; $P < 0.05$). Therefore, hypothesis IVa was not rejected while hypothesis IVb was rejected.

6. CONCLUSION AND RECOMMENDATIONS

Education is a fundamental human right entrenched in the nation's educational policy. It is therefore compulsory that appropriate and suitable communication strategies be employed to transfer educational messages in any teaching/learning forum. Hence, three communication/instructional strategies: drama, audio-based instruction and the conventional teaching method were employed in this study with a view to improving adult teaching/learning process. The results reveal that drama and the audio-based instruction are the best communication strategies in transferring adult learning messages and influencing positive attitude toward civic literacy education. The results have provided policy makers with evidence based data which would enhance educational policy and effective literacy teaching/learning process as the nation's educational sector is working towards achieving the education for all by 2015. It therefore pertinent that the government, curriculum planners, adult education practitioners and the Non-Governmental Organisations (NGOs) to note that various media can complement each other because each and every medium has its own educational potential, combined they may succeed where a single medium fall short.

The findings revealed that gender as a variable did not show any significant relationship to learners' achievement in civic literacy education. This implies that same communication or instructional strategies like drama and audio-based instruction can be used to teach both the female and male learners. Adult literacy providers and curriculum developers should therefore incorporate and utilise these communication strategies in adult learning teaching/learning process to achieve the essence of adult literacy programme.

The socio-economic status of adult learners had a significant effect on adult learners' achievement in and attitude towards civic literacy education. This result poses a great challenge to all adult education planners. If adult literacy education is a development programme, then all socio-classes must benefit from it. The adult literacy education program should therefore be well designed and be integrated into all development programmes. There should also be the creation of more viable adult literacy centres within the reach of all categories of learners, not minding their socio-class. As a result, more adults would be privileged to enrol and enjoy the opportunity of learning thereby producing highly motivated, conscientious and efficient adult learners.

The national policy of 'Education for All' by 2015 can also be achieved if adult literacy education is not regarded as a shared responsibility of government alone. Thus, private sectors, individuals, civil societies, religious organizations and others should be actively involved by providing funds, conducive and quality learning environment.

There should be in-service training for the adult instructors to equip them with necessary skills, knowledge of different teaching methods such as drama and audio-based instruction so as to offer quality teaching and motivate learning.

Curriculum planners and primer writers should make the curriculum and the primer more relevant and situational woven around the learners' needs and interest. However, adult learners since they are the targeted audience for this programme need to be encouraged and motivated to learn. This will enable them to take part in the development programmes in their communities and the nation at large.

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