

The Need for ICT in Adult Education for Socio-Economic Development in Maiduguri, Borno State, Nigeria

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ABSTRACT

The thrust of the study was to examine the need of ICT in Adult Education for socio-economic development in Maiduguri, Borno state. In this light, the study adopted questionnaire method for data collection, simple frequency distribution and percentage rate were used to analyse the collected data from schools. The study investigated the level of introduction of ICT in Adult education and its benefits to individuals and societies for socio-economic development. The study revealed that the use and introduction of ICT in adult education is less but it was ascertained that ICT contributes a lot in human endeavors. The study suggested that there is need for adult educators and special education specialists to collaborate to develop ICT literacy primers, e-learning and distance education programmes, assistive technology and therapy services for adults within the community. This will enable learning take place in the life of these individuals, ICT integration to adult education should be emphasised, fully recognized and have affordable physical structures, facilities and resource materials readily available to most adult education centres in Maiduguri, the adults should be sensitized on the need of adult education for socio-economic development and not just to promote their salary scheme in their place of work as this study revealed and finally, there is need for an uninterrupted electricity / power supply situation in Nigeria so that there will be opportunities for significant improvements and increase in ICT awareness among the rural and urban dwellers.

Keywords: ICT, Adult, Education, Socio-Economic, Development, Maiduguri

INTRODUCTION

The supposed target of every nation is to make life easy, cheap and comfortable for her citizens. It is the intention that drives nations into embarking on many activities some of which are economic, political, social, religious, cultural, technological, etc., in order to raise the capital base of the nation. It is believed that increase in capital base will empower the nation to embark on development of infrastructure and production of goods and services that would make life easy, and comfortable. In an ideal society, comfort as a result of improved human well-being is achieved when there are; an increase in capital income, Gross Domestic Product (GDP), Gross National Product (GNP), shift from primary to secondary production, reduced dependence on importation, strong industrial capacity, increased literacy level etc. In Nigeria, the case is different. Attempts to grow Nigerian economy has been disturb by poor infrastructural facility development and maintenance, dependence on imported goods and services, reliance on a single economic sector, weak industrial capacity, inefficient and ineffective public utilities, low literacy level which constituted a cog in the wheel of Nigerian's economy, and has hindered human growth and development. Result of this calls for Adult Education programmes to caution those factors that are negatively contributing to socio-economic growth.

Adult education is expected to address the socio-economic, cultural, political and environmental problems besieging humanity in their various societies. This is so because adults are the major occupants of the production sectors of the economy. Fasakun (2006) observed that adult education is not concerned with preparing people for life but rather with helping or assisting people (adults) to live more successfully as useful and acceptable members of their societies and contribute meaningfully to the development of those societies.

Obi Omemagwa (2012), also emphasizes that adult education programmes unlike education for children and adolescents, center on the immediate needs and problems of the adults in their homes, social and occupational roles, civil and economic interest and therefore they have immediate direct positive relationship with development efforts, there is need to develop a skilled and informed population of adults who would be capable of understanding national problems and needs and are able to channel their activities towards the fulfillment of national goals. Skilled and informed adult populace is very necessary both for the advancement of social and economic development as well as the promotion of internal unity. These facts make adult education an indispensable means for the achievement of economic, political and social survival.

Nnazor A.A and Aboh R.T. (2015) stresses that adult education encompasses all education and training activities undertaken by adults for professional or personal reasons. According to them, it includes general vocational and enterprise based training within a lifelong perspective. Barikor (2012) defined adult education as any form of educative experience engaged in by people who are chronologically mature, socially responsible and mentally alert or deficient but eager to meet their specific needs. These may include intellectual need, occupational skills, socio-economic responsibilities, professional competencies and even self-fulfillment or self-actualizing needs, to improve themselves, by developing their knowledge, insights, tastes, attitudes and skills.

Anyanwu, (2014), also stated that adult education is very vital for addressing these problems because it provides adult with the necessary skills, attitudes, knowledge, values, beliefs required to trigger social and economic development of any society. It is important to target adults because they, rather than children hold the destiny of modern society in their hands. He further maintains that adults are those who are already working and participating in development efforts. Fore so, their efforts as a class working citizens are more of societal development if properly oriented with the use of Information and Communication Technology (ICT) which facilitate access to productive information.

As can be seen from the information above, adult education should be re-positioned to excessively launch the present adults into the orbit where they can respond to the challenges brought in by technology in order to make meaningful contributions to national development. Nzeneri (2010) clearly stated that:

“Our 21st century is characterised by an upsurge of information technology which dictates the pace of development and surely we have not stopped talking about technological transfer. A century where communication and infrastructural facilities such as telephones, fax and computer

networking are tools that are turning our world into a global village, where classroom may no longer play prominent roles as major access to education.

ICT refers to technologies that provide access to information through telecommunications. In other words it is the use of technologies that help people or businesses use information. ICT makes it possible to store, transmit, retrieve, manipulate, or receive data electronically. The devices include: mobile phones, wireless networks, TV etc.

ICT makes communication between one party and another faster and easier. In recent times ICT has made constant communication a part of everyday life even among adults. It provides the society with a vast array of new communication capabilities in such ways that people can communicate in real time with others, send instant messages, social networking, internet services, and websites accesses like Facebook even when users are nowhere near to each other. Therefore, it allows the user to store, retrieve, transmit, share and receive information as the needs arise.

Internet has been beneficial in mobilizing people globally at the grassroots to take a common stand on global issues of common concerns. Igbo (2008) observes that adult education is an instrument for helping the active population worldwide with information and communication technology, which is a decisive tool for the smooth integration of Nigerian economy in the global economy. ICT definition at this point becomes necessary to make this discussion intelligent and clearly identify the challenges and prospects of integrating ICT into adult education in Nigeria. Onyekwe (2006) saw ICT as a broad based electronic technology that is used for collecting, storing, processing and transmitting information in various forms. ICT is, therefore, technology that generally supports the individual's ability to manage and communicate information electronically. The relevance of ICT in adult education cannot be overemphasized. This is because the world has become a global village where every of human activities are computerized. This implies that the applicability of the computer system and other technologies to the affairs and administration of the educational sector in Nigeria would be of great benefits to its human resources development and productivity. The rate of changes brought about by the introduction of technologies has had a significant effect on the way people live, work and play as well as the way education is managed. It is applied in all spheres of education curriculum.

Rev. Canon Chris N. & Prof. G.A. Ike, (2015) pointed out some of the areas in which ICT may be of relevance to education especially on adult education included:

- Access to variety of learning resources: ICT helps in a great way in accessing plenty of resources to enhance teaching skills and learning ability (Owolabi, Oyewole and Oke, 2013). ICT has helped in the provision of audio visual education. It learners are encouraged to regard computers as tools to be used in all aspects of their studies. They make use of the new multimedia technologies to communicate ideas, describe projects and other information in their work.
- Immediacy of information: In this time of computers and web networks the rate by which knowledge is imparted is very fast which also enhances education anywhere at any time. Information and data desired for any study are obtained at will and when needed.
- Anytime learning: ICT aids one to study whenever he/she wills irrespective of whether it is day or night and whether the teacher is available or not.

- Multimedia approach to education: These are audio-visual education, planning, preparation and use of devices and materials that involve sight, sound or both for educational purposes. These include; TV, audio tapes, records, computers, video discs. Information taken through multimedia are received simultaneously either by vision or hearing or both.
- Distance learning: This enhances learning at a distance rather in a classroom. This replaces the home study, external study or correspondence study by mail of old. This type reduces costs per student. They save by studying at home on time and travel and other costs. It appeals to students who prefer learning at home.

Kozma (2005) also noted that the benefits of ICT in adult education are that ICT can:

1. Offer opportunities for more adult-learner-centred teaching. There is a common belief that the use of ICT in adult education will contribute to more constructivist learning and an increase in activity and greater responsibility of the adult learner (Volman, 2005).
2. Provide the adult educator with new sources of information and knowledge which will enhance the process of and practices of teaching adults. This is because acquisition of ICT knowledge and skills can help the adult educators to obtain basic knowledge of principles of teaching and learning and the skills to apply those principles in teaching – learning situations.
3. Provide adult learners the opportunity for distance learning country-wide with on-line educational materials even in the face of their tight schedule of activities.
4. Help in providing adult-learners with additional resources to assist resource-based learning e.g., the fax, telephone, computers, e-mail, internet, WWW (World Wide Web) etc.
5. Broaden access to quality educational services for adults at all levels of adult education.
6. Help in producing ICT literate adults who will be useful to themselves and contribute meaningfully to the society in which they belong.
7. Produce adults who are capable of working and participating in the new economies and societies arising from ICT and related development.
8. Help education policy makers in formulating and execution of educational policies which will be inclusive in nature to bridge the gap in education.
9. Widen the range of opportunities for the marginalized and the disadvantaged members in the society by opening access to knowledge.
10. Encourage self-directed learning because adults can engage in personal learning by using their personal computers or internet connection.
11. Help adult learners to have access to tutorial software.
12. Help in improving the effectiveness and efficiency in adult education system in Nigeria as a whole.

In addition, adult learners can use ICT in business transactions and other human endeavours activities that require ICT for their accomplishment and achievement of goals. Thus, for adults not to be left out in what is happening in the world they are to key in into the use and application of this technology and this can only be achieved through the integration of ICT into adult education

in Nigeria.

Brief History of Maiduguri

Maiduguri, also called Yerwa by its locals, [citation needed] is the capital and the largest city of Borno State in north-eastern Nigeria. It is popularly called "Home of Peace". The city sits along the seasonal Ngadda River which disappears into the Firki swamps in the areas around Lake Chad. Maiduguri was founded in 1907 as a military outpost by the British and has since grown rapidly with a population exceeding 1 million by 2007. The region was home to the Kanem-Bornu Empire for centuries. Maiduguri actually consists of two cities: Yerwa to the West and Old Maiduguri to the east. Old Maiduguri was selected by the British as their military headquarters while Yerwa was selected at approximately the same time by Shehu Abubakar Garbai of Borno to replace Kukawa as the new traditional capital of the Kanuri people.

Maiduguri is estimated to have a population of 1,197,497 by 2009 as of 2007. Its residents are mostly Muslim including Kanuri, Hausa, Shuwa, Bura, Marghi, and Fulani ethnic groups. There is also a considerable Christian population. Maiduguri is home to three markets which include an ultra modern "Monday market" that has a spectacular satellite image view. There is an ancient museum and is served by the Maiduguri International Airport. The city has one of the best layouts in Nigeria.

The values of land and properties are expensive in Maiduguri. A survey of property markets in Nigeria (2009) positioned Maiduguri as the third most expensive for buying and renting in the country next to Abuja and Lagos. Maiduguri is the principal trading hub for northeastern Nigeria.

Its economy is largely based on services and trade with a small share of manufacturing. The city lies at the end of a railway line connecting Port Harcourt, Enugu, Kafanchan, Kuru, Bauchi, and finally Maiduguri. Maiduguri has one of the best-equipped universities and hospitals in Nigeria.

The University of Maiduguri attracts foreign students from neighboring countries especially Cameroun and Niger Republic. The College of medical sciences is amongst the top 5 best medical schools in Nigeria. Other higher institutions include Ramat polytechnic, College of agriculture and College of education. As of 2011, the Future Prowess Islamic School provided a free Western and Islamic education to orphans and vulnerable children, was open to both boys and girls, and was free of charge. Since the mid-1960s, Maiduguri has witnessed outbreaks of large inter-religious riots. Members of religious sects led intercommunal violence in 1982 and 2001.

On 18 February 2006, riots related to the Muhammad cartoons published by the Danish newspaper [Jyllands-Posten](#) left at least 15 people dead, and resulted in the destruction of approximately 12 churches. Soldiers and police quelled the riots, and the government temporarily imposed a curfew. In 2002, a Muslim cleric named Mohammed Yusuf founded the Islamist group [Boko Haram](#) in Maiduguri, establishing a mosque and an Islamic school that attracted children from poor Muslim families from both Nigeria and neighboring countries. In July 2009, Maiduguri was the scene of major religious violence throughout Northeast Nigeria committed by Boko Haram, which

left over 700 people dead.

On May 14, 2013, President [Goodluck Jonathan](#) declared a state of emergency in Northeast Nigeria, including Borno State, due to the militant activity of Boko Haram. The entire city was under overnight curfew, and trucks have been prevented from entering the city and the social, economic and political activities came under comatose. Twelve areas of the city that are known to be strongholds of Boko Haram are under permanent curfew. On 18 June 2013, Boko Haram militants attacked a school as students were taking an exam; nine students were killed.

On January 10, 2015, a bomb attack was executed at the Monday Market in Maiduguri, killing 19 people. The city is considered to be at the heart of the Boko Haram insurgency. In the early hours of 25 January, Boko Haram launched a major assault on the city. On January 26, CNN reported that the attack on Maiduguri by "hundreds of gunmen" had been repelled, but the nearby town of Monguno was captured by Boko Haram. The Nigerian Army claimed to have successfully repelled another attack on Maiduguri on January 31, 2015. On February 17, 2015, Monguno subsequently fell to the Nigerian military in a coordinated air and ground assault. On 7 March 2015, five suicide bomb blasts left 54 dead and 143 wounded. On May 30, 2015, Boko Haram launched another attack on the city, killing thirteen people and many more cases of that in the recent time, though there is a relative peace now in the region.

Statement of the Problem

Hall Marchel (2014) sees development as a steady overall economic growth of a nation together with the steady reduction of gap between the rich and the poor. He stressed that without the concept of equitable distribution of national wealth, economic expansion can only be called growth, and not development.

Orubite (2013) understands development as "change in a desirable direction and encompassing many different dimensions". Economic, social and political developments are part of the dimensions of development from which the concept "socio-economic" was coined. Igbo (2008) observed that adult education is an instrument for helping the active population worldwide with information, which is a decisive tool for the smooth integration of Nigerian economy in the global economy.

Dabesaki (2005) noted that this revolutionary trend is not widespread and needs to be strengthened to reach a large percentage of the population regardless of age or socio-economic background. Kinuttia (2008) stressed that adult education programmes have usually been carried out via radio, television, satellite and instructor-led lessons, but more recently some organizations have incorporated newer technologies. Information and Communication Technology (ICT) is having a revolutionary impact on educational methodology globally (Dabesaki, 2005).

There is a need for ICT development and training to boost the manpower general workforce

development, improve the people's wellbeing and sustain the economy. As a result, many governments, private and non-governmental institutions in Nigeria are striving to assist in the provision of ICT training programmes at all levels including work environments. The call for ICT policies in Nigeria is to allow individual citizens, including adults' access the training and services connected to ICT because technological development may be a pipe dream for the country. In the light of this, the government set up the Nigerian National ICT for Development (ICT4D) strategic action plan committee to develop a new ICT policy for development and for all education sectors, including adult education sector.

Purpose of the Study

The main purpose of this research is to critically investigate the need for ICT in Adult Education for socio-economic development in Maiduguri, Borno State of Nigeria. Other objectives include; ascertaining the level of introduction of ICT in Adult Education; to determine the level of use of ICT by the Educators; to ascertain the availability of ICT and related facilities/outfits, to find out possible problems mitigating the use of ICT in Adult Education with a view to proffer solutions.

Objectives of the Study

The objective of this study is to determine the usefulness of ICT in Adult education and how much it helps or contributes to the development of socio-economic development in a community, society or country at large and also to checkmate some of the challenges of ICT in Adult Education.

Therefore prior to this phenomenon, there are some challenges of ICT on adult education for socio-economic development in Nigeria, they are:

Introduction of ICT in Adult Education.

The availability of ICT facilities.

Competency of the educators.

The conduciveness of the ICT environment for learning.

The impact of ICT in Adult Education for socio-economic development.

The impact of networked ICT on literacy learning.

Significance of the Study

It has been noted earlier that humans especially adults hold the destiny of any nation in their hands because they are those who are already working and participating in developmental efforts. Adults have been considered both as assets and capital for productive efforts. It is therefore necessary to develop them for they are the procedures, contributors and protectors of economic growth.

This view makes it necessary to have a sound adult education programmes for the development of literate, informed, skilled and competent adult population for a meaningful socio-economic development.

Research Questions

The following research questions will be considered:

Is ICT introduced in Adult Education?

Do you have good number ICT facilities?

Is the use of ICT conducive for learning?

Does ICT contribute positively to the society?

Do the Educators use ICT facilities for teaching and learning?

METHODOLOGY

The design for this study is evaluative and descriptive. The population for the study used for the survey consisted of all adult students in Maiduguri. The sample size of 150 was randomly selected. A self-designed questionnaire was used to collect the data for the study. The questionnaire was administered by the researcher in the area of the study. Personal contacts of the researcher with the respondents enhanced good and prompt response from the respondents. Data collected were analysed using frequency counts and percentage scores.

RESULTS AND DISCUSSION

The key to alternative options lettered AG, NG and ND reflected in the options column on the Table below is AG = Agreed, NG = Not Agreed and ND = Not Decided

The results of the data presented and analysed in the Table below is discussed in relation to the research question.

The use and relevance of ICT by all respondents

Responses to items 2, 3, 4, 5 and 8, acknowledges that the use of ICT improves learning, provides opportunity for distance learning country-wide with online educational materials, helps to get more information easily, contribute meaningfully to the society and necessary in most of the activities and human endeavors, even though response to item 6 suggests that the educators do not use ICT facilities in the teaching and learning process which may be due to lack of trained computer staff or incompetency among the educators or as a result of lack of ICT facilities as item 9 suggests.

The Use and Availability of ICT facilities

It can be observed from the responses to item number 1 and 9 that majority of the respondents disagreed to the statement “ICT is used in Adult Education” and lack of ICT facilities for teaching and learning respectively.

Other purposes for which Adults Enroll in Adult Education

Based on the analyzed data shown in the Table below, response to items number 7 acknowledges that Adult Education is an important programme to the society, but seems to be more important to Adults in promoting their salary structure as observed in item 10 in the table above. Barikor (2012) defines adult education as: any form of educative experience engaged in by people who are

chronologically mature, socially responsible and mentally alert or deficient but eager to meet their specific needs. These may include intellectual need, occupational skills, socio-economic responsibilities, professional competencies and even self-fulfillment or self-actualizing needs, to improve themselves, by developing their knowledge, insights, tastes, attitudes and skills.

CONCLUSION

From the foregoing, it is evident that ICT empowers citizens to continuously adapt to community, national and global developmental challenges, as well as to develop the required knowledge, skills associated with life-long learning and community development. This is, therefore, a challenge to literacy, and special education instructors in Nigeria. There is need for the appropriate integration of ICT in adult education settings to enhance the capacity of both adult educators and adult learners to become more responsive to new challenges in ICT. Integrating ICT in adult education programmes would provide everyone with basic skills and to use such new technologies during development training, workshop, seminars, conference, teaching and learning environment.

RECOMMENDATIONS

Based on study findings the following recommendations are suggested.

- ✓ There is need for adult educators and special education specialists to collaborate to develop ICT literacy primers, e-learning and distance education programmes, assistive technology and therapy services for adults and exceptional individuals within the community. This will enable learning take place in the life of these individuals.
- ✓ ICT integration to adult education should be emphasised, fully recognized and have affordable physical structures, facilities and resource materials readily available to most adult education centres in Nigeria.
- ✓ There is need for the government to increase the electricity / power supply situation in Nigeria so that there will be opportunities for significant improvements and increase in ICT awareness among the rural and urban dwellers.
- ✓ Adult educators should be trained on the use of ICT facilities and assistive technology. This will help individual adults and the exceptional adults benefit from such training.
- ✓ ICT policies in the country should be enforced by the government through her agencies like the National Information and Technology Development, especially as it concerns the adult education sector. The agency should collaborate with different government agencies to develop and promote public-private partnership for integration of ICT into adult education programmes in Nigeria.
- ✓ Emphasis should be laid to the learning contents to reflect the needs of the adults in the communities.
- ✓ Government should establish National ICT education, training and awareness initiative to promote ICT awareness literacy, adult and non-formal education in the country.
- ✓ There is the need to orient the adults to know that the socio-economic development of any nation or community lies in their hands and therefore, take adult education beyond the scope of studying to upgrade their salary but also to contribute meaningfully to the growth and development of a nation and the well being of their people.

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