Repositioning Adult Education Curriculum through Information and Communication Technology (ICT) and Peace Education for National Development in Nigeria

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Abstract
This study deals on repositioning adult education curriculum for national development. It was a survey carried out in Abakaliki urban, the capital city of Ebonyi State, Nigeria. Thirty adult instructors and 138 adult learners formed the sample of the study. Two research questions and two null hypotheses guided the study. A researcher-made questionnaire consisting of 20 items was used for data collection. The reliability of the instrument was ascertained through test-retest method, and using Pearson Moment correlation coefficient, a reliability coefficient of 0.84 was obtained. Mean and t-test statistics were employed to analyze the data in order to answer the research questions and test the two null hypotheses. The alpha level for test of hypotheses was set at 0.05. Results showed that inclusion of ICT into adult education curriculum will help the adult learners among others to become independent learners; acquire entrepreneurship skills; obtain information literacy; help improve the jobs and careers of the adult learners, and motivate adult learners for life-long learning. The results also showed that inclusion of peace education in the curriculum of adult education in Nigeria will go a long way to conscientize, sensitize and educate the adult learners to maintain peace in their communities and the country at large. It was therefore recommended that ICT and peace education be included in the adult education curriculum in Nigeria.
Keywords: Adult education curriculum, ICT, peace education, national development

1. Introduction
Education is an instrument for social change or a veritable tool for solving societal problems and for achieving societal goals and aspirations. Education as an agent of change is the backbone of any developing country which provides solid vehicle for the transformation and empowerment of the individuals and the society.

Adult education which is an integral part of education is a catalyst for national development and transformation. According to United Nation Educational, Scientific and Cultural Organization (UNESCO) in Ugwegbu (1992), adult education is the process by which men and women alone, in groups, or in institutional setting seek to improve themselves or their society by increasing their skills, their knowledge, their sensitiveness, any process by which individuals, groups or institutions try to help men and women improve in these ways. Adult education is the education provided for adults based on their social, political, cultural and economic needs or problems (Nzenri, 2002). These definitions of adult education underlie the fact that the adult populace form the human resource for national development and to contribute effectively in nation building and transformation, need to be given the required education. Adult education is change-oriented. It is the type of education planned to bring about positive change to the adult who will invariably bring positive change in the society. It is in view of the important role of adult education in national development and transformation, that Nyerere in Ugwoegbu (1992) stated people must develop first before the nation can develop. He stressed that we must educate adults since children will not have immediate impact on the economic development of the nation. According to Egwu (2012), Nigeria is currently undergoing rapid changes economically, socially, politically, culturally and technologically and to meet the challenges in the fast changing world, adult education becomes a vital instrument for a society undergoing such changes.

The curriculum of any educational system of a society reflects the subjects and subject matter which the society wants to inculcate in the citizenry in order to attain it's needs, goals, and aspirations. The dynamic nature of the society is reflected in the curriculum of the educational system of the society. Changes in the needs and aspirations of the society call for changes in the curriculum in order to meet those needs and aspirations. Since education serves the society, and adult education in particular plays important role in nation building and transformation, it is therefore imperative that adult education curriculum be constantly reviewed in order to infuse current societal needs into the curriculum.

In contemporary World Information and Communication Technology (ICT) is indispensable for any meaningful and sustainable development. Every sphere of life is currently ICT driven. One finds it difficult to fit properly into the contemporary world without adequate knowledge and skill of ICT. The contemporary world and Nigeria in particular is also in dire need of peace. In a society being ravaged by war, violence, and conflicts the need for peace cannot be over-emphasized.

Sustainable development cannot be achieved without peace. Every effort and resources expended to achieve developmental feats will be wasted in the midst of war and violence. Since the adult plays vital role in

nation building and transformation, this paper therefore elucidates on repositioning adult education curriculum for national transformation.

2. Statement of the Problem

In Nigeria adult education suffers from low status. The low status accorded adult education in Nigeria accounts for a lot of misnomer in the programme. Adult education in Nigeria is seen as merely education for the stack illiterates adults of the populace who lacked the opportunity for regular formal education in their childhood years. It is also treated as a remedial programme for those who dropped out of the regular formal school system. Adult education is therefore regarded as the educational programme for the unfortunate, the pushouts, and the leftouts. The low status of adult education in Nigeria is responsible for lack of proper state control, standardization, and accreditation. This creates problem in the development of adult education curriculum.

The present curriculum content of adult education in Nigeria is too narrow and does not make for functional literacy. A cursory look into adult education programme in many adult education centres in Nigeria reveals that they are merely centres for the teaching of the basic skills of reading, writing and arithmetics (3Rs) and for preparing people for some certificate examinations with which they can get white-colar jobs or gain entrance into another level of education. The programme lack saleable skills for independent living. There is the absence of vocational and technological content as well as other curriculum innovations such as peace education and entrepreneurship education which are indispensable for meaningful living and sustainable national development and transformation.

The adult populace forms the human resource for the development of any country. The adults may not function effectively and efficiently if not given the pre-requisite education. Nigeria is a nation with many illiterate adults. Most of the manpower (adults) of the country are either unskilled or semi-skilled. The few skilled and highly skilled adults are threatened by obsolesce due to fast technological changes in the work environment (Eyibe, 2005). According to Anyanwu (2010), ICT skills have not been mastered by many Nigerian adults and youths who ought to employ them in their day-to-day activities. This ugly scenario therefore calls for the repositioning of adult education through the inclusion of ICT in adult education programme in Nigeria.

Coupled with the problem of inadequate provision of the right type of education for the adults in order to fit properly in the contemporary ICT driven world, is the problem of insecurity and violence. Nigeria is currently having a bountiful share of violence and insecurity challenges facing the world. The insurgency of Boko-Haram, communal and tribal clashes jeopardizes the developmental efforts of individuals and the government. Since no sustainable development can be achieved without peace, it becomes imperative that adult education curriculum be repositioned for national transformation through the entrenchment of peace education.

3. Objectives of the Study

The study sought to find out how:
1. Inclusion of ICT in adult education curriculum can reposition adult education for national development.
2. Inclusion of peace education in adult education curriculum can reposition adult education for national development

4. Research Questions

Two research questions guided the study. They include:
1. How will inclusion of ICT in adult education curriculum reposition adult education for national development in Nigeria?
2. What are the ways inclusion of peace education in adult education curriculum reposition adult education for national development?

5. Hypotheses

Two null hypotheses also guided the study, and were tested at 0.05 level of significance.
1. There is no significant difference in the mean ratings of adult instructors and adult learners on how inclusion of ICT in adult education will reposition adult education for national development in Nigeria.
2. There is no significant difference in the mean ratings of adult instructors and adult learners on how inclusion of peace education in adult education curriculum will reposition adult education for national development in Nigeria.

6. Method

6.1 Design

The study adopted the descriptive survey design, and was carried out in Abakaliki urban, the capital of Ebonyi State, Nigeria.

6.2 Population

The population of the study was all 30 adult instructors and all 138 adult learners in all the five adult education centres in Abakaliki urban.

6.3 Sample and sampling techniques

There was no sampling as the entire population was used for the study. The instrument used for data collection was a researcher-made questionnaire which was made up of 20 items. The first 10 items dealt on ICT, while the second 10 items deals on peace education.

6.4 Instrumentation

The instrument was constructed on a 4-point rating scale of Strongly Agree (4 points); Agree (3 points); Disagree (2 points); and Strongly Disagree (1 point). The instrument passed through face validation using two experts in adult education and one expert in measurement and evaluation. The reliability of the instrument was ascertained using test-retest method outside of area of the study. Using Pearson moment correlation coefficient, a reliability coefficient of 0.84 was obtained. This indicates that the instrument was reliable for the study. Mean statistics was used to analyze data in order to answer the research questions and t-test statistic was used to test the two null hypotheses that guided the study.

7. Results

Table 1: Mean ratings of adult instructors and adult learners on ways inclusion of ICT in adult education curriculum can reposition adult education for national transformation

S/N	How inclusion of ICT in adult education curriculum can reposition adult education for national transformation	(Adult Instructors N = 30)			Adult Learners (N = 138)		
		$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.
1.	ICT will help adult learners to be independent learners	3.50	0.73	Accept	2.96	0.91	Accept
2.	ICT will help adult learners acquire entrepreneurship skills	3.03	0.55	Accept	2.78	0.87	Accept
3.	ICT offers information literacy to adult learners	2.86	0.81	Accept	2.73	0.88	Accept
4.	It will help adult learners develop their creative potentials	2.73	0.90	Accept	2.71	0.72	Accept
5.	ICT skills will make adult learners more effective and efficient in their various jobs/trades	3.16	0.69	Accept	2.99	0.92	Accept
6.	It will motivate adult learners for life-long learning	2.73	0.86	Accept	2.69	0.84	Accept
7.	ICT skills will help keep adult learners constructively busy	2.73	1.14	Accept	2.63	0.99	Accept
8.	Adult equipped with ICT skills will be in a better position to help their children/wards academically	2.50	0.93	Accept	2.66	0.99	Accept
9.	ICT skills will improve the social life of the adult learners	2.83	0.87	Accept	2.84	0.88	Accept
10.	ICT skills will improve the domestic life of the adult learners	3.16	0.91	Accept	3.09	0.97	Accept

Dec. = Decision

Table 1 above shows that all the items are highly rated by the respondents with scores ranging from 2.50 to 3.50. Both respondents agree that inclusion of ICT in adult education curriculum will help to: make adult learners independent learners; acquire entrepreneurship skills; obtain information literacy, develop creative potentials of the adult learners; make adult learners more effective and efficient in their various jobs/trades, motivate adult learners for life-long learning, help to keep adult learners constructively busy, help adult learners to be better equipped to assist their children/wards academically, improve the social life of the adult learners and improve the domestic life of the adult learners.

Table 2: Mean ratings of adult instructors and adult learners on how inclusion of peace education in adult education curriculum can reposition adult education for national transformation

S/N	How inclusion of peace education in adult education curriculum can reposition adult education for national transformation	Adult Instructors (N = 30)			Adult Learners (N = 138)		
		$\bar{x}$	SD	Dec.	$\bar{x}$	SD	Dec.
11.	Peace education will make adult learners maintain peace in their home and communities	2.73	0.94	Accept	2.81	0.85	Accept
12.	Peace education will sensitize adult learners to preach peace in their town unions and organizations	2.93	0.90	Accept	2.73	0.84	Accept
13.	It will make them live in harmony with people of different culture and religion	2.56	0.77	Accept	2.69	0.86	Accept
14.	It will make the adults see the need to amicably settle disputes that can lead to war with neighbouring communities	2.86	1.00	Accept	2.65	0.88	Accept
15.	Peace education will help the adults go for dialogue instead of confrontation	2.93	0.94	Accept	2.80	0.87	Accept
16.	It will help the adult learners avoid every act of violence	2.70	0.91	Accept	2.69	0.88	Accept
17.	Adult learners will shun every form of prejudice when enlightened through peace education	3.06	0.78	Accept	2.79	0.88	Accept
18.	Peace education will inculcate in the adult learners the spirit of mutual respect for cultural and religious practices of others	2.66	0.84	Accept	2.72	0.87	Accept
19.	Adult learners will be better equipped to advise their children/wards against bulling as a result of peace education	2.66	0.75	Accept	2.65	0.83	Accept
20.	Peace education will equip adult learners with conflict resolution strategies with which they can resolve conflicts in their communities.	2.60	0.85	Accept	2.74	0.87	Accept

Table 2 shows that all the adult instructors and adult learners agree that inclusion of peace education in adult education curriculum will play important role in repositioning adult education for national transformation. All the items have mean scores ranging from 2.56 to 3.06. They therefore agree that inclusion of peace education in adult education curriculum will help to make the adults to maintain peace in their homes and neighborhood, preach peace, avoid violence and be well equipped with conflict resolution strategies.

Table 3: Summary of t-test analysis on the responses of adult instructors and adult learners on how inclusion of ICT in adult education curriculum can reposition adult education for national development

Subjects	N	$\bar{x}$	SD	df	t-cal.	t-crit.	Dec.
Adult instructors	30	2.92	0.81				
				166	1.69	1.96	NS
Adult learners	138	2.81	0.90				

NS = Not Significant

Table 3 indicates that the calculated t-value of 1.69 is less than the critical value of 1.96. Therefore, hypothesis is accepted that there is no significant difference in the mean ratings of adult instructors and adult learners on ways inclusion of ICT in adult education curriculum will help reposition adult education for national development.

Table 4: Summary of t-test analysis on the responses of adult instructors and adult learners on how inclusion of peace education in adult education curriculum will help to reposition adult education for national development

Subjects	N	$\bar{x}$	SD	df	t-cal.	t-crit.	Dec.
Adult instructors	30	2.80	0.90				
				166	0.61	1.96	NS
Adult learners	138	2.51	0.81				

Table 4 shows that the calculated t-value of 0.61 is less than the critical value of 1.96, therefore the hypothesis is accepted. Hence, there is no significant difference in the mean responses of adult instructors and adult learners on ways inclusion of peace education in adult education curriculum will help to reposition adult education for national development.

8. Discussion

Findings in table one indicates a lot of capacity building potentials that ICT holds for the adult learners if included in adult education curriculum. The capacity building effect of ICT includes: the provision of independent learning, entrepreneurship skill, literacy information, development of creative potentials, improved career, motivation for life-long learning, improved social life and domestic life. When all these are built into the adult learners through the use of ICT, the country will have a formidable work-force that will carry the country to greater heights. The results show that ICT can provide independent learning for the adult learners. It is generally believed that independent learning provides intrinsic motivation which sustains interest and retention in learning. This finding agrees with Mbah (2010) who observed that ICT has a lot of capacity building effects on the learners and that the use of ICT in learning helps students to work at their individual rates, and experiment further in their quest for new knowledge. She stressed that ICT has come to salvage the inadequacies of conventional teaching methods.

Findings in table two indicates that maintenance of peace lies mostly in the hands of adults when they are properly educated on the need and how to carry out this vital role. The finding shows that inclusion of peace education in adult education curriculum will help to provide the right forum to sensitize, conscientize and educate the adult populace on the need and how to maintain peace in their communities and the country at large. When the adults are properly educated and meant to carry out peace movements through adult education programme, it will go a long way to bring about sustainable development in the country and the world at large. This finding agrees with Njoku (2009) who observed that for there to be peace for peace seekers, there must be genuine disposition on the part of the participants (adults). The genuine disposition for peace on the part of the adults can be achieved through proper education on peace matters through adult education programme.

9. Conclusion

The study revealed that inclusion of ICT in the curriculum of adult education holds a lot of capacity-building promises which will help the adult contribute effectively in national development. The study also shows that since sustainable national development cannot be achieved without peace, peace education for the adult learners is a pre-requisite for preparing the adult populace to play the role of maintaining peace in their communities and the country at large.

10. Recommendations

Based on the findings the following recommendations are made:
- ICT should be included in the curriculum of adult education in Nigeria.
- Peace education should be included in the curriculum of adult education in Nigeria.

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