

Research

Information and Communication Technology and Literacy Programmes Participation Among Artisans in Etinan Local Government Area of Akwa Ibom State, Nigeria.

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Abstract: The aim of this study was to investigate information and communication technology and literacy programmes participation in Etinan Local Government Area of Akwa Ibom State, Nigeria. Two hypotheses were formulated to guide the study. A correlational research design was adopted for the study. The population of the study comprised all 64 registered artisans' business outlets with the National Directorate of Employment (NDE) and 204 artisans under these business outlets that participate in literacy programmes in the study area. The purposive sampling technique was adopted for the study, and 50 artisans' business outlets and 100 respondents were sampled and used for the study. The questionnaire was the main instrument used for data collection. Pearson Product-Moment Correlation analysis was considered appropriate for the study. From the analysis and findings of the study, television and radio were found to have a significant relationship with literacy programmes in Etinan Local Government Area. Based on the findings of the study, recommendations are that the government and educational agencies should collaborate with media houses and strengthen the development and sustainability of adult literacy programmes, particularly on television, using mostly vernacular to give instructions to learners, among others.

Keywords: Artisans, Information and Communication Technology, Literacy, Participation, Programmes.

Introduction.

Over the years, literacy participation in Nigeria has been at its lowest ebb because of a lack of awareness among adult learners regarding the utilisation of available information and communication technology tools to engage in the various literacy programmes that are

at their disposal. Most adult learners have been experiencing difficulties in engaging themselves in literacy programmes due to a lack of time or a refusal to leave their businesses to visit literacy centres for learning. Extending education to these groups of people, such as carpenters, welders, mechanics, hairdressers, tailors, barbers, and others in urban centres and remote areas, becomes difficult because of insufficient educational facilities and manpower for millions of Nigerians who are unable to access education due to the socio-economic exigencies of time. The easiest way to reach artisans to participate in literacy programmes is through information and communication technology (ICT).

Learners' participation in literacy programmes is essential in adult learning, empowering adult learners to have a voice in their learning and decision-making processes, which enhances engagement and learning outcomes. On the whole, learners' participation is viewed as the active involvement of adult learners in their learning experiences, allowing them to express their views and influence decisions that affect their learning. According to Joshi (2016), learners' participation is the involvement of adult learners in decision-making and implementation processes within educational settings, fostering motivation, ownership, and a sense of empowerment that contributes to future engagement. Effective learners' participation means that a good literacy programme can become relevant, valuable, and supportive of achievement and attainment. All this is rooted in the belief that all adults have the right to participate in matters that concern them. Participation is crucial for creating a supportive and inclusive learning environment where every learner feels valued and heard.

All over the world, adult education programmes have been seen as the natural source for innovative creation in literacy and the development of new technological skills, as well as other skills required in society for daily life situations, such as problem-solving skills, especially the challenges brought in by Information and Communication Technology. For adult education to be fully unlocked to attain the height and play the role it was established for, this education sub-sector should be repositioned to meet the current realities of time, preparing adults to rise to the challenges posed by Information and Communication Technology in order to contribute their quota to national development, as well as to the immediate society in which they live. Nzeneri (2010) observed that our 21st century is characterised by an upsurge of Information Technology, which dictates the pace of development. A century where communication and infrastructural facilities, such as telephone, fax, and computer networks, are tools turning our world into a global village, where classrooms may no longer play prominent roles as major access to education.

From the above assertions, it can be seen that ICT has played a vital role in mobilising a greater percentage of the adult population worldwide to take a position on issues concerning them. Igbo, as cited in Onyenemezu (2012), observed that Adult Education is an instrument for helping the active population worldwide with Information and Communication Technology (ICT), which is a decisive tool for the smooth integration of the Nigerian economy into the global economy.

Information and Communication Technology is defined, for the purpose of this paper, as a diverse set of technological tools and resources used to communicate and to create, disseminate, store, and manage information. These technologies include computers, the internet, broadcasting technologies (radio, television, and webcasting), and telephones.

ICT is seen as technology that provides access to information through telecommunications. This includes the internet, wireless networks, smartphones, broadcasting technologies (television, radio, and webcasting), and other communication media. Information and Communication Technology is a broad subject, and the concepts are evolving. The term covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form. For example, personal computers, digital televisions, radio, emails, and robots.

Information and Communication Technology (ICT) plays an important role in enhancing adult learners' participation in literacy programmes by providing flexible, accessible, and engaging learning opportunities to the teeming adult literacy programme participants. According to Owusu-Ansah, as cited in Obianika, Uwaezuoke, Onu, and Egwu (2024), ICT refers to all forms of technologies that are used to create, store, share, transmit, and exchange information. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed-line and mobile phones), satellite systems, computers, and network hardware and software, as well as the equipment and services associated with these technologies, such as video conferencing and electronic mail.

Thus, it is imperative to integrate ICT into adult education programmes in order not to allow the greater number of adult learners in the country to be left behind in the current events on the world stage. For Nigeria to move at the same speed as the developed economies, it must take practical steps to include ICT in the adult education curriculum in order to reduce the illiteracy rate and create more learning opportunities for the growing adult population in our societies. This will stimulate people in the rural areas to be inclusive

in learning activities, which in turn will create wider access to education both in urban and rural centres.

Globally, ICT has revolutionised the entire adult literacy programme landscape, and as such, the integration of ICT will solve the literacy needs and learning opportunities of these artisans in order to overcome the hindrances that influence their low level of participation in literacy programmes. It is based on the above that this study sought to examine information and communication technology and literacy programme participation among artisans in Etinan Local Government Area of Akwa Ibom State, Nigeria.

Statement of the Problem

In Nigeria, the common problems usually associated with literacy programme participation among adult learners (artisans) include time constraints, financial constraints, irrelevant programme content, negative past experiences, low motivation, low self-esteem, fear, stigmatization, and cultural/gender norms, among others. All these have affected literacy programme participation in the study area. Poor literacy programme participation among artisans in any literacy programme is a result of low motivation, negative past experiences, low self-esteem, and fear of failure. This is reflected in terms of poor quality of programmes, irrelevant programme content, and technological gaps, which have led to low participation in literacy programmes. This situation hinders literacy development within and outside the study area. Adult learners' activities are often affected when they are unsatisfied with the content of the mounted programmes, which in turn allows most of them to attend programmes without making progress and eventually become ineffective and inefficient in their businesses. The resultant effect of all these is that adult literacy programmes in Nigeria are producing adults who are ill-equipped in terms of knowledge, skills, and expertise. Also, society suffers a high illiteracy rate, as adults who cannot read, write, and acquire numeracy skills will slow down the pace of development in society. All these efforts of the government and development partners have yielded little or no results, as low participation in literacy programmes continues to be witnessed in the study area.

It is based on the above that this study sought to investigate the relationship between information and communication technology and literacy programme participation among artisans in Etinan Local Government Area of Akwa Ibom State, Nigeria.

Purpose of the Study

The purpose of the study is to examine the extent to which information and communication technology and literacy programme participation among artisans in Etinan Local Government Area of Akwa Ibom State, Nigeria.

Specifically, the study aims to

- i. To examine the extent to which television relates to literacy programme participation among artisans in Etinan Local Government Area.
- ii. To examine the extent to which radio relates to literacy programme participation among artisans in Etinan Local Government Area.

Statement of Hypotheses

The following hypotheses were formulated to direct the study:

- i. There is no significant relationship between television and literacy programme participation among artisans in Etinan Local Government Area.
- ii. There is no significant relationship between radio and literacy programme participation among artisans in Etinan Local Government Area.

Significance of the Study

It is hoped that the findings of this study would be of utmost benefit to the government and its agencies responsible for adult and non-formal education in Nigeria, development partners, policy makers, programme designers and planners, including implementers of adult literacy programmes, adult learners, as well as society at large.

The results of this study would be of immense importance to the Government and agencies responsible for adult and non-formal education in Nigeria. It would equally assist the Government and agencies responsible for adult and non-formal education in understanding how to properly encourage adult learners to be more committed to literacy programme participation and to be satisfied with their learning.

The findings of the study would assist policymakers in formulating proper policies regulating literacy programmes and their participation. They may also use the findings of the study to redress problems affecting their literacy programmes, consolidate their strong areas, and improve their weaknesses with a view to enhancing the commitment of adult learners.

The programme designers, planners, and implementers of adult literacy programmes would find the results useful because they would afford them the opportunity to review the past and ongoing programmes and improve the entire design, planning, and implementation

strategies of adult literacy programmes to enhance optimal performance for future programmes.

This study would be of great significance to adult learners because it would be intellectually stimulating, thereby generating discussions and debates for further study.

Finally, this research is necessary because it intends to provide the larger society with a valid picture of literacy programmes and their level of participation in society and the problems associated with them. It is hoped that this research will help to increase the level of awareness among artisans about the existence of literacy programmes and thus encourage them to fully participate in them.

Literature Review

Television is a powerful medium for information and communication technology. Television has supported literacy and learning initiatives over the years. It has succeeded in making the pace of literacy and educational participation faster. Television has a lot of strength to attract numerous people, both literate and non-literate adults, and this equally has enormous strength in effective participation.

Odili (2025) maintained that television has been a significant medium for promoting participation in literacy and lifelong learning among adult learners. It serves as a crucial tool for adult education, providing access to a wide range of educational resources and fostering motivation and participation in literacy programmes. The integration of television in adult education has been shown to enhance the learning experience, making it more accessible and engaging for adult learners.

According to Namrate and Onakargounda (2012), television exerts greater influence on the entire society. It has proven itself as a useful instrument in education for teaching and learning processes. They further stated that television is used as a medium for the mobilisation of people towards literacy programmes and other social activities that will benefit the participants. Furthermore, Katz and Lazarsfeld, as cited in Abbas and Abbas (2024), noted that television is an important medium in people's households, making it an effective medium for broadcasting literacy programmes. Literacy programmes designed for adult learners can be aired during prime-time slots, targeting both urban and rural viewers who choose to learn through this medium. These literacy programmes cover a wide range of areas such as basic literacy, numeracy, vocational training, and health education, among others. By leveraging television, adult literacy education initiatives can attract more participation and reinforce self-directed learning.

In addition, Haludu, as cited in Olomukoro and Oronsaye (2024), asserted that television is a household name for both adults and children seeking educational engagement and also has a greater pulling power because of its magical ability to combine sound with vision, which becomes a source of attraction to a greater number of literacy programme participants. They continue by stating that television is an effective instrument of communication, and its potency in education is impressive. Today, television has helped a larger number of adult learners to participate in literacy programmes, learn seamlessly, engage in self-directed learning, and also have a sense of empowerment.

Radio in literacy is a means of promoting the art of learning in basic literacy, which includes reading, writing, and computing, among others. It can also be seen as a strategy for the effective delivery of basic literacy to a large population of learners occupying a larger geographical learning space. Radio has been found to be a very successful instrument for transmitting literacy programmes to a cross-section of society as well as the general public. Radio motivates, improves, and increases participation among adult learners in our society.

Okemakinde (2022) stated that radio has become an essential tool for literacy participation, especially in underserved communities and for out-of-school children. It offers a cost-effective and accessible way to deliver literacy education, reaching a wide audience and providing valuable learning experiences. The use of radio in literacy education is supported by various studies and reports, highlighting its effectiveness in improving literacy skills and promoting social justice. Community radio, school radio, and interactive radio instruction are just a few examples of how radio can be leveraged to enhance literacy participation and education. The author went further to say that, in recognition of the importance of radio as a powerful medium with the ability to reach the widest audience, including those in remote communities and vulnerable people, effective use of radio can be applied to the reduction or eradication of illiteracy. Radio is important, not only in the direct instruction of illiterates but also in the mobilisation and motivation of those who are literate and in the training of instructors.

Radio has been used in different dimensions for literacy purposes all over the globe. The most accessible source of information and communication technology in education is radio, and the majority of the population can be reached through it. Radio, on the whole, is essential in literacy education because it has the means of spreading valuable information and providing educational support to the listener or participants. Radio improves accessibility to literacy programmes, especially for disadvantaged groups. Sanusi, Talabi,

Adelabu, and Alade (2021) posited that radio allows most people to overcome intimidation efforts or other barriers, especially illiterate adults. The idea of this concept is that throughout the duration of the programme, those illiterate adults will learn and become literate. It therefore means that radio naturally promotes behavioural change among facilitators and learners. They further stated that through the radio, one single facilitator can reach many learners at a time. This means that the adult learners can stay in the comfort of their bedrooms, shops, or business premises without going anywhere since they can learn using their radios.

Furthermore, Castells (2009) opined that radio is another widely accessible medium across the Nigerian nation and is instrumental in reaching the remote and underserved communities where illiteracy rates are on the increase. He also maintained that radio broadcasts can feature interactive sessions, interviews with educators, and storytelling formats that engage adult learners and facilitate learning in culturally relevant contexts. Literacy programmes on radio can also be structured to include call-in segments where listeners can ask questions or participate in quizzes, enhancing interactivity and retention of educational content.

In essence, Friedman (2020) stated that the main aim of radio in this context is to increase access and participation for adult and non-formal education learners in the opportunities for literacy education programmes, which in effect will increase the reading, writing, numeracy, and computing skills of all non-formal education learners, irrespective of age, gender, socio-cultural, and economic circumstances, so as to improve human quality for development in Nigeria. He further stated that literacy programmes on the radio will bring about behavioural change for both the learners and facilitators for better livelihoods by exposing them to social, health, economic, civil, and vocational education at the basic literacy level.

Research Design and Methodology

The correlational research design was adopted for the study. Correlational research design is a type of design that analyses the relationship between two or more variables and assesses the relationship or correlation between them without any manipulation (Sreekumar, 2024).

The population of the study comprised all the registered artisans' business outlets with the National Directorate of Employment (NDE) and two hundred and four (204) artisans under these business outlets who participate in literacy programmes in the study

area. The study covered all sixty-four (64) registered artisans' business outlets with two hundred and four (204) artisans. Fifty (50) out of sixty-four (64) artisans' business outlets were selected through a purposive sampling technique, and two (2) respondents were also selected from each of the artisans' business outlets, bringing the total sample size to one hundred (100) artisans.

The questionnaire titled Information and Communication Technology and Literacy Participation was designed by the researcher to elicit responses from the respondents and is structured into two sections: Section A, which is concerned with the respondents' demographic data, and Section B, which consists of twelve (12) items that will elicit responses based on the items in the questionnaire, especially the research sub-variables of television and radio.

A four-point Likert scale with responses ranging from strongly agree, agree, disagree, and strongly disagree will be adopted to collect data from respondents in the study area. The collated data were prepared and analysed using the Pearson Product-Moment Correlation Coefficient to test the hypotheses. The .05 level of significance was used for the statistical testing at 98 degrees of freedom.

Results

Hypothesis I

There is no significant relationship between television and literacy programme participation among artisans in Etinan Local Government Area.

Table 1: Pearson Product-Moment Correlation analysis of the relationship between television and literacy programme participation among artisans in Etinan Local Government Area (N = 100).

Variable	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-cal.
Television.	1643	5849	37397	0.41
Literacy Participation.	Programmes 1721	6493		

Significant at 0.05, r-crit. > .195, df = 98

The result of the analysis in Table I shows that the calculated r-value of 0.41 is greater than the critical r-value of 0.195 at the 0.05 level of significance with 98 degrees of

freedom. This shows that there is a significant relationship between television and literacy programme participation among artisans in Etinan Local Government Area. Thus, the null hypothesis was rejected.

Hypothesis II

There is no significant relationship between radio and literacy programme participation among artisans in Etinan Local Government Area.

Table 2: Pearson Product-Moment Correlation analysis of the relationship between radio and literacy programme participation among artisans in Etinan Local Government Area (N = 100).

Variable	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	r-cal.
Radio.	1536	4978	39973	0.45
Literacy Participation.	Programmes 1808	7285		

Significant at 0.05, r-crit. > 0.195, df = 98

The result of the analysis in Table II shows that the calculated r-value of 0.45 is greater than the critical r-value of 0.195 at the 0.05 level of significance with 98 degrees of freedom. This shows that there is a significant relationship between radio and literacy programme participation among artisans in Etinan Local Government Area. Thus, the null hypothesis was rejected.

Discussion of Findings

The result of the first hypothesis revealed that television has a strong relationship with literacy programme participation among artisans in Etinan Local Government Area.

The findings of the study are in support of Odili (2025), who asserts that television has been used as a significant medium for promoting participation in literacy and lifelong learning, and also helps in widening accessibility, increasing the learning experience, and enhancing future engagement among adult learners. Haludu, as cited in Olomukoro and Oronsaye (2024), also contended that television has helped a larger number of adult learners to participate in literacy programmes, learn seamlessly, engage in self-directed learning, and also have a sense of empowerment.

The result of the second hypothesis indicated that radio has a significant relationship with literacy programme participation among artisans in Etinan Local Government Area. The findings are in agreement with Sanusi, Talabi, Adelabu, and Alade (2021), who assert that adult learners can also participate in literacy programmes while staying in the comfort of their bedrooms, shops, or business premises without going anywhere, since they can learn using their radios. The findings are in line with Friedman (2020), who states that the main aim of radio in literacy education is to increase access and participation for adult and non-formal education learners in literacy education programmes, which, in effect, will increase the reading, writing, numeracy, and computing skills of all non-formal education learners, irrespective of age, gender, socio-cultural, and economic circumstances, so as to improve human quality for development in Nigeria.

Conclusion and Recommendations.

This study examines the role played by information and communication technology in literacy programme participation among artisans in Etinan Local Government Area of Akwa Ibom State, Nigeria. It was designed to investigate how some variables, such as television and radio, influence literacy programme participation among artisans in Etinan Local Government Area. Two hypotheses were formulated to guide the study.

From the findings of the study, the research came up with the following conclusions: firstly, television significantly relates to literacy programme participation in Etinan Local Government Area. Secondly, radio relates to literacy programme participation in Etinan Local Government Area.

Based on the findings, the following recommendations were made:

1. Government and educational agencies should collaborate with media houses and strengthen the development and sustainability of adult literacy programmes, particularly on television, using mostly vernacular to give instructions to learners.
2. Literacy radio should be supported and expanded by the government, non-governmental organisations (NGOs), and philanthropists to reach the marginalised adult learners, especially the rural dwellers, as it provides accessible platforms for localised lifelong learning.

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