

**PERCEIVED IMPACT OF EFFECTIVE COMMUNICATION ON
ADULT EDUCATION PROGRAMMES IN OVIA NORTH EAST
LOCAL GOVERNMENT AREA, BENIN CITY**

BY

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JULY, 2021

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT
AND NON-FORMAL EDUCATION FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS
(Ed.) DEGREE IN ADULT EDUCATION/ENGLISH AND LITERATURE,
FACULTY OF EDUCATION UNIVERSITY OF BENIN, BENIN CITY.**

JULY, 2021

APPROVAL PAGE

I the undersigned, certify that this project was carried out by **Chinedu Joshua UKACHI** with the matriculation number EDU1602122 in the Department of Department of Adult and Non-formal Education, Faculty of Education, University of Benin, Benin City and approve of it as adequate in scope and quality in partial fulfillment of the requirement for the award of Bachelor of Education in the University of Benin, Benin City.

Prof. F. E.O. Olmoruyi
Project Supervisor

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CERTIFICATION

We the undersigned hereby certified that this Research Report was conducted by carried out by UKACHI Joshua Chinedu with the matriculation number EDU1602122 in the Department of Department of Adult and Non-formal Education/English and Literature, Faculty of Education, University of Benin, Benin City

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DEDICATION

This study is dedicated to the Almighty God for his divine mercy, love, wisdom, understanding, strength and provision.

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TABLE OF CONTENTS

PAGE	
TITLE	i
APPROVAL PAGE	iii
CERTIFICATION	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENT	viii
ABSTRACT	xi
 CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	4
Research Questions	5
Purpose of the Study	5
Significance of the Study	6
Scope/Delimitation of the Study	7
Definition of Terms	7
 CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Concept of Communication	8

Concept of Effective Communication	10
Problem Facing Effective Communication	12
Impact of Effective Communication	14
Benefits of Effective Communication	17
Summary of Reviewed Literature	19

CHAPTER THREE: METHODOLOGY

Research Design	21
Population of the Study	22
Sample and Sampling Technique	22
Research Instrument	22
Validity of the Instrument	23
Reliability of the Research Instrument	23
Administration of Research Instrument	24
Method of Data Analysis	24

CHAPTER FOUR: PRESENTATION OF FINDINGS AND DISCUSSION OF RESULTS

Research Question one	25
Research Question two	26
Research Question three	27
Research Question four	29
Research Question five	31
Discussion of Results	33

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	36
Conclusion	37

Recommendations	38
REFERENCES	39
APPENDIX	41

ABSTRACT

This study investigates the perceived impact of effective communication on adult education programmes in Ovia North East local government area of Edo State. To achieve this purpose, the five (5) research questions were raised to guide the study:

The study adopted descriptive survey research design for the study. Five (5) adult literacy centres was used for the study. One hundred and twenty adult learners were selected using the simple random sampling technique. Questionnaire was the instrument used to elicit information from the respondents. The questionnaire were designed and validated by experts in the department of Adult and Non-formal Education Faculty of Education, University of Benin. Data were analysed using descriptive statistical techniques such as table, frequencies counts, and simple percentages.

Findings of the study revealed that the level of awareness of effective communication among adult learners in the area is high. It was also revealed that that the best effective ways to communicate with adult learners in the area are; adult learners should be made to participate in the communication process, the facilitators should be audible, time conscious and should use clear and unambiguous words. It was recommended Facilitators should try to create a good rapport between them and the adult learners, this will make the them to feel free to express their opinions or views. It was further recommended that facilitators should pay cursory attention to adult who have hearing difficulties and bring them to the front seat for them to hear what is been taught.

CHAPTER ONE

INTRODUCTION

Background to the Study

Communication is derived from Latin word “communis”, which means common. Communication therefore refers to the exchange of ideas, facts, opinions, information and understanding. It is the exchange or transmission of information and understanding from one person to another. It is defined as the process of transmitting information, thoughts, opinions, messages, facts, ideas or emotions and understanding from one person, place to another person, place or thing.

One of the uniqueness of the human is the ability to objectify his thoughts and ideas through languages. With the social evolution of language, especially speech language, man was able to widen the gap between him and the rest of the animal kingdom. Thus, language can be seen as a system of sounds, symbols and words for purpose of communication.

According to Peters (1999), the Latin word communication is rooted in *communicare* meaning “to impact, share, or make common” as well as in *munus* meaning of “gift or duties offered publicly”, “did not signify the general arts of human connection via symbols, nor did it suggest the hope for some kind of mutual recognition”, but generally involved tangible”, stylistic devices employed by an orator to assume “the hypothetical voice of the adversary or audience. In other words, communication is a process that is essentially a sharing one- a mutual interchange between two or more persons that would

ensure that the entire system functions as an organic whole (Hybel and Weaver, 2001). It consist of the content which can be factual information, discussion points, formal notices as well as the form of communication which are the memos, reports and bulletins, just to mention three. The media can be face to face, written reports/memos, e-mail, fax, telephone, audio (radio) and audio-visuals which are the TV sets are also crucial. In fact, in broadcasting, the medium is often said to be message. This underlies the role and importance of communication. Alexander (2009), see communication as a process that makes common to two or several what was the monopoly of one or some. It is also defined as the process by which an individual (the sender) transmit stimuli to modify the behaviour of other individuals (the audience). There are four types of communication: Verbal communication, Non-verbal communication, Written communication, Visual communication.

Verbal communication is the use of languages to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferencing and phone calls, meetings and one-on-one conversation

Non-verbal communication is the transfer of information through the use of the body languages including eye contact, facial expressions, gestures, writing ad many more.

Effective communication is defined as verbal speech or other methods of relaying information that get a point across. Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled

in the best possible manner. In simple terms, it is nothing but the presentation of views by the sender in a way best understood by the receiver. We can say that it generally involves; the sender, and receiver. Effective communication is not complete without the use of the four types of communication.

Adult education is a practice in which adult engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitude or values. In the National Policy on Education (NPE, 1981), Adult and non-formal education is defined as consisting of functional literacy, remedial, continuing, vocational, aesthetic and civic education for youths and adults outside the formal school system. Love and Costly (2011) definition of non-formal education, a term which encompasses adult education as an organized, systematic educational activity carried out outside the framework of the formal system to provide selected types of learning to particular sub-group in the population, adults as well as children: UNESCO, in her international conference in Nairobi, Kenya (1976) as reported in Nzeneri (2010:10) defined adult education as:

The entire body of organized educational process, whatever the content, level and method, formal or otherwise, whether they prolong or replace initial education in school, colleges and universities as well as in apprenticeship whereby person regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two fold perspective of full personal development and participation in balanced with independent, social, economic and cultural development

This implies that irrespective of the settings, content level and method adult and non-formal education seeks to empower adults with requisite knowledge and skills for personal improvement and maximum participation in the developments of their communities. Furthermore, in different countries of the world, adult and non-formal education programmes are designed to meet divergent needs such as well-fare and employment-oriented activities aimed at serving the needs of the economy. In otherwords, adult and non-formal education activities should be relevant to the daily lives of the adults according to learners readiness to learn so that these adults can be helped to become self-reliant individuals (Knowles, 1980) cited in Simon, Love and Costly (2011).

Statement of the Problem

Communication is a means of passing knowledge in Adult education but effective communication has not been utilized in passing information/knowledge in Adult education. The role of effective communication cannot be over-emphasized in passing information to adult learners in order to bring about a change in knowledge and behaviour. The poor utilization of effective communication can cause a slack in learning and teaching process causing little or no response to the knowledge and information been passed across. There is therefore the need to assess the impact of effective communication utilization on Adult education learners because it is very important in the learning and teaching process or programmes which leads to a change in behaviour, improved standard of living of the adult learners, because adult education is learner centred and the nodules of learning lies with the learners. The study therefor investigates

the Perceived impact of effective communication on adult education programmes in Ovia North East local government area, Benin City

Research Questions

The following research questions were generated to guide the study:

1. What is their level of awareness of effective Communication among adult learners in Ovia North East local government area of Edo State?
2. What is the best effective ways to communicate with adult learners in the area?
3. What are the perceived impacts of effective communication?
4. What are the constraints to effective communication?
5. How can effective communication be strengthened?

Purpose of the Study

The cardinal objective of this study is to investigate the Perceived impact of effective communication on adult education programmes in Ovia North East local government area, Benin City. However, this study intends to achieve the following sub-objectives:

- describe the socio-economic characteristics of adult learners in Ovia North East local government area of Edo State
- determine the level of awareness of effective Communication among adult learners in Ovia North East local government area of Edo State

- identify the best effective ways to communicate with adult learners
- ascertain the perceived impacts of effective communication
- determine the constraints to effective communication?
- Find out how communication strengthened?

Significance of the Study

The result obtained from the study will be of immense benefits to students, teachers, policy makers, marriage counsellors and future researchers.

To the government and policy makers, the findings of the study will be of great benefit to government at all levels, because it will assist the Agency for Adult and Non- formal Education in having a deeper knowledge and understanding concerning the importance of effective communication and the need to make policy that will ensure that environment, aids and facilities that will ensure the implementation of adult literacy programmes in the area are provided by the respective body or agency.

To the facilitators, the findings from the study will help them understand adult learners better and know what teaching aids or practices is best in passing information's to the adult learners. Knowledge of this will helps to minimize the potentials of unkind feelings during the process of teaching

To the researchers, and readers, the findings of the study will not only serve as an addition to knowledge or existing literature, but it will also serve as a ready reference material that could form a basis for further research in the area

Scope/Delimitation of the Study

The study focuses on the Perceived impact of effective communication on adult education programmes. However, the study is delimited to adult education programmes in Ovia North East local government area, Benin City

Operational Definition of Terms

For the purpose of clarity and avoidance of any ambiguity the following terms are defined in the sense in which they have been employed in the context of this study

Adult Education: This is essentially any organized learning or educational activity outside the structure of the formal education system that is consciously aimed at meeting the specific learning needs of people who are considered (regarded) to be adults in the community or their society constitutes adult and non-formal education

Communication: The process through which two or more persons come to exchange ideas and understanding among them

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt with the review of relevant and related literature on this study. It was discussed under the following sub-headings:

- Concept of Communication
- Concept of Effective Communication
- Problem Facing Effective Communication
- Impact of Effective Communication
- Benefits of Effective Communication
- Summary of reviewed literature

Concept of Communication

The concept of communication can simply be defined as a process by which people exchange information, express their thoughts, feelings, ideas and views in discussion with other people using verbal or nonverbal expressions, signs and writing to convey message among themselves in the society. Okwor (2009) simply defines communication as a process and the activity of passing information from an individual to another person in the society. Fasel (2000) defines communication as the ongoing interchange among people of thoughts, ideas, opinions, impressions, information and data by speech, writing or signs. Interestingly, communication is an ongoing interchange process which involves expression of thoughts, views, ideas, opinions, information and data in human environment in order to influence people's action for an improved living

condition in the society. The concept of communication can also be viewed as an exchange of information between the sender and the receiver in the society. Communication is very critical to community development in the participating communities in the society. Schramm as quoted in Aruna (2018) states that communication is a transaction where the communicator and receiver are active and information is exchanged. The sharing of information is inevitable in communication for effective service delivery in community development.

Communication is defined as the process of exchange of information, conversation, ideas or messages with other people using words, signs, writings, verbal or non-verbal means of communication. The information, idea or message in the communication process originates from the sender who encodes or sends the information to a receiver who decodes the message to understand it for appropriate interpretation and application. Onah (2015) states while quoting Wehrich and Koontz that communication is viewed as the transfer of information from a sender to a receiver who must understand the information being received. The implication of this is that information originates from somebody and it is received by another person who has to understand information being received in order to ensure that communication is complete in human environment.

Communication is viewed as the means through which people of a community are linked together in order to achieve a common purpose of improving their living conditions in the participating community. Communication is a very powerful tool for

group dynamics and coordination of activities in social settings in human environment. Onah (2015) states that group dynamics, co-ordination and change will not be achieved without communication in human organizations in the society. Communication can as well be defined as a process whereby information, ideas, opinions, feelings and messages among others are shared between two people or more people in human environment. Cole (1996) views communication as the process whereby ideas are created, transmitted and interpreted as well as facts, feelings and opinions are expressed by two or more people in the society. The implication of this definition is that communication can be a group concern in social settings in human environment. Communication in community development is a group concern if the members of the participating communities want to achieve their objective of improving people's living conditions in their communities in human environment. In this circumstance, therefore, communication goes beyond interpersonal concerns to be more of a group concern in various communities in human environment

Concept of Effective Communication

Effective communication is important tool in the performance of any organization and therefore communication skills are becoming increasingly important as an organization's success depends on effective communication. Communication can further be defined as giving, receiving or exchanging information, facts, opinions or ideas by writing, speech or visual means, so that the message communicated is completely understood by the recipient. The key to effective communication is ensuring that your

message is understood, stipulating the recipient to take appropriate action, or affecting the way the recipient thinks in some way. Communication helps to achieve interpersonal skills particularly the ability to manage one's emotions, motivations and behavior. It should also be used as an effective tool for improving an organization's productivity and performance (Marilyn, 2003).

Effective communication as a public relations tool results in positive interaction. This may be defined as individual's encouraging and facilitating each other's efforts to complete tasks and produce in order to achieve organizational goals and objectives. However, poor communication results in low productivity due to workers setting low goals for themselves, lacking confidence in their ability and assuming that they will fail no matter how hard they try. According to James (2001) managing people in organizations, the principles of communication area as follows: - communication should always add value: This means that each of us should always consider the decision on plan. For instance what the receiver of any communication will make as a result of the communication itself. Basic question we should ask ourselves beforehand is what I am trying to achieve by this communication. Therefore, communication is not just keeping people informed or up-to-date. There should be open door-policy: The way in which communication is managed is very important. It not enough for manager or team leader to merely have an open-door policy, he or she has to actively take an interest in communication within the institution e.g. outcomes of some discussions, policies etc.

Problem Facing Effective Communication

There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding. Effective communication involves overcoming these barriers and conveying a clear and concise message. According to Mutua, 2010 the following are the barriers to effective communication

i) Physical Barriers: An example of a physical barrier to communication is geographic distance between the sender and receiver(s). Communication is generally easier over shorter distances as more communication channels are available and less technology is required. Although modern technology often serves to reduce the impact of physical barriers, the advantages and disadvantages of each communication channel should be understood so that an appropriate channel can be used to overcome the physical barriers.

ii) Language barriers: Clearly, language and linguistic ability may act as a barrier to communication. However, even when communicating in the same language, the terminology used in a message may act as a barrier if it is not fully understood by the receiver(s). For example, a message that includes a lot of specialist jargon and abbreviations will not be understood by a receiver who is not familiar with the terminology used. Regional colloquialisms and expressions may be misinterpreted or even considered offensive. **iii) Social Barriers** Social barriers to communication include

the social psychological phenomenon of conformity, a process in which the norms, values, and behaviours of an individual begin to follow those of the wider group. Social factors such as age, gender, socioeconomic status, and marital status many act as barriers to communication in certain situations.

iv) Cultural Barriers: Culture shapes the way we think and behave. It can be seen as both shaping and being shaped by our established patterns of communication. Cultural barriers to communication, often arises when individuals in one social group have development different norms, values, or behaviours to individuals associated with another group. Cultural difference leads to difference in interest, knowledge, value and tradition. Therefore, people of different cultures will experience these culture factors as a barrier to communicate with each other.

v) Technological Failure

Message not delivered due to technical failure (e.g., receiver was not in mobile network area and the sender has not active delivery report in message setting. vi) Unclear messages Effective communication starts with a clear message. Unclear messages in terms of meaning, grammar and words may act as a barrier to communication because the receiver may not be able to intercept the actual meaning of the message.

vii) Stereotypes: Stereotypes are beliefs or generalizations about characteristics or qualities that are felt to be typical of a particular group (Funk & Wagnalls, 1996). Stereotyping is a barrier to communication because people with stereotype thoughts

either will not read the message completely or will read it at all because of their thinking that they already know everything. viii) Inappropriate channel Variation of channels helps the receiver understand the nature and importance of a message. While making a choice for a channel of communication, the sender needs to be sensitive to such things as the complexity of the message; consequences of a misunderstanding

xi) Lack of Sensitivity to Receiver: A breakdown in communication may result when a message is not adapted to its receiver. Recognizing the receiver's needs, status, knowledge of the subject and language skills assists the sender in preparing a successful message. If a customer is angry for example, an effective response may be just to listen to the person vent for a while.

x) Insufficient knowledge of the Subject: If the sender lacks specific information about something. The receiver will likely receive an unclear or mixed message. Have you shopped for an item such a computer, and experienced how some sale people can explain complicated terms and ideas in a simple way! Others cannot!

Impact of Effective Communication

To explain effective communication first of all it is better to take a look at the subject matter of communication in depth. Meaningful communication informs and educates employees at all levels and motivates them to support the strategy (Barrett, 2002). Communication is viewed by (Haiemann, 2011) as the imparting of ideas and making oneself understood by others. In simple it is a process of sharing information

between people and organizations. In this one person or group is sender (|who transmits message) and other is receiver. It is a continuous process between the two parties involved and it occurs in many levels, such as intra-individual communication level (Keith, 2014) Communication can also occur within or between an individual or group. Effective communication is a process by which sender of message, received feedback from receiver in intended (Peter, 2015). The communication is said to be ineffective when receiver is unable to decode the message. It is through feedback that information achieves its desired results. Berrels A. (2010), Effective communication takes place when the person to whom it is intended, subsequently, the receiver understand the meaning intended and reacts accordingly. Effective communication is a transaction of ideas, directory command or guide into oral or written words, or actions on the path of the communicator in such a way that the receiver gets the same message and reacts in manner envisaged by the communicator (Victor Akam; 2011).

(Husain, 2013) described that effective communication implementation in business is important factor of success. To bring effective changes in an organization employee play key role in it. So, for this it is important for management organizations to address the issues and problems of their employees and appreciate them when necessary. It is important to reduce job insecurity and create an environment of community so that employees know their responsibilities well. Reforms in organization and their advantages would inspire the employees to invest in and implement the transition program. Conferring (Kibbe, 2014) studied the possible relationship between strategies of

communication and organizational performance for this he used a descriptive research design and questionnaires were distributed among 132 workers. Results of study showed that there for any organizational performance to be effective, an open communication environment should be encouraged. Once members of the organization feel free to share feedback, ideas and even criticism at every level it increases performance.

(Berry & Otieno, 2015), investigated the impact of communication among workers on performance of an organization in horticulture department of Kenya. This study was conducted in farms of flowers. He takes all farms of flowers as population and size of sample is 14 which were registered flowers farms of Kenya. A total of 2460 respondents were targeted by the study out of which 1888 responded giving a response rate of 76.7%. Correlation and regression analysis were used to test on the relationship between the variables of the study. The results of study showed that communication helps in exchange of information and opinion within the organization that communication helps in improving efficiency of daily routine operations which improved the organizational performance. From this it is concluded that communication is an important component of organization performance. So, organizations must develop effective communication plans which helps in passing of information in external and internal environment of organization which improve performance

Benefits of Effective Communication

Robbins (2011) believes that communication serves four major functions, which are for control, motivation, emotional expression, and information. Effective communication is transfer of message followed by feedback from the receiver to the sender indicating the receiver's understanding of the messages. Communication can help to minimized conflict in an organization and also prevent unnecessary misunderstanding. Effective communication is important in supervision because it promotes understanding between superiors and subordinates.

Much of what organizations do is accomplished through communication processes that are enacted by individual organization members. To function effectively as a professional member of an organization, one must develop an understanding of organizational communication processes and the skills required to participate in those processes. The practice of human communication changes with new technologies and with new economic and social conditions. One's understanding of communication must shift and grow with understanding of new information systems and techniques of communication.

Communication is a process of creating structure, relationship and meaning through the design and exchange of business message. Organisational communication involves the exchange to facilitate structure, working relationships and shared meaning, among members. The word "communication" has a rich and complex history. It first appeared in the English language in the fourteenth century, taken from the Latin word

communicare, which meant to impart, share or make common. Over the course of the 20th century, the term has been used with a broad variety of meanings ranging from the simple transfer of information to the utopian ideal of a place where “nothing is misunderstood, hearts are open and expression is uninhibited” (Pamela & Tacanna, 2004).

Communication from various sources must be integrated and coordinated to enhance and develop a unified brand image. (Robbins 2000, p.285) hence the total communications effort must be a process of understanding these complex interactions taking place and an attempt to integrate the effects of each of elements to bring about the desired total communications effect (Kotler, Armstrong, Saunders, and Wong, 2002) Communicating effectively is not trying to say all one knows, rather, saying only what the audience needs to know in order to affect greater productivity by motivating and influencing their behaviour. Communicating effective questions opens the door to knowledge and understanding. The act of question lies in knowing which question to ask.

Communication also relates the organization to its external environment. It is through information exchange that managers become aware of the needs of customers, the availability of suppliers, and the needs of community which the organisation later meet through social responsibility. It is through communication that an organization becomes an open systems interacting with its environment. It is generally known that managers determine the organization climate and influence the attitudes of organization members. This is done mainly through communication initiated by top management.

However, leaders in an organization have a major responsibility to set the right tone for effective communication; every person in an organization also shares this responsibility.

Summary of Literature Reviewed

The review has been quite revealing and instructive. The review shows that communication is a process by which people exchange information, express their thoughts, feelings, ideas and views in discussion with other people using verbal or nonverbal expressions, signs and writing to convey message among themselves in the society. Communication is an ongoing interchange process which involves expression of thoughts, views, ideas, opinions, information and data in human environment in order to influence people's action for an improved living condition in the society. The concept of communication can also be viewed as an exchange of information between the sender and the receiver in the society

The review revealed that the key to effective communication is ensuring that your message is understood, stipulating the recipient to take appropriate action, or affecting the way the recipient thinks in some way. Communication helps to achieve interpersonal skills particularly the ability to manage one's emotions, motivations and behavior. It should also be used as an effective tool for improving an organization's productivity and performance, Effective communication as a public relations tool results in positive interaction.

The review also revealed that there a series of barriers that hinders effective communication such as: physical barrier, technological failure, cultural barrier, language barrier and stereotype

The review further revealed that communication helps in exchange of information and opinion within the organization that communication helps in improving efficiency of daily routine operations which improved the organizational performance. From this it is concluded that communication is an important component of organization performance. So, organizations must develop effective communication plans which helps in passing of information in external and internal environment of organization which improve performance

CHAPTER THREE

METHODOLOGY

This chapter describes the procedures and methods that were used in the study under the following sub headings;

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Method of Data Analysis

Design of the Study

The survey research design method was used in carrying out this study. It is considered appropriate for the research study, as it would afford the researcher the opportunity to obtain the general opinions, attitudes of the people about the problem under study. This design seeks to gather the necessary information necessary for the investigation of the perceived impact of effective communication on adult education programmes

Population of the Study

The target population comprises of all adult learners in Ovia North East local Government area of Edo state. According to agency for adult and non-formal education the population size is 400 participants.

Sample and Sampling Techniques

Five (5) adult literacy centres was used for the study. One hundred and twenty adult learners were selected using the simple random sampling technique. The adult learning centres are presented in Table1;

S\N	Literacy centres	Sample Size
1.	St. John Catholic School Centre	40
2.	Ezomo Secondary School Centre	12
3.	The Apostolic School Centre	25
4.	Oluku Primary School Centre	25
5.	Community Development Day Care and Primary School Centre	18
6.	Total	120

Source; Field work 2021

Research Instrument

The main instrument that was adopted for the collection of the needed data for the study is the questionnaire. The questionnaire titled: Perceived Impact of Effective Communication on Adult Education programmes Questionnaire (PIECAEPQ). The questionnaire comprises of Section “A” and “B”. the section ‘A’ of the instrument

focuses on gathering personal information of the respondents such as age, sex, occupation, educational qualification among others and Section B will be designed or geared towards seeking information on the issues raised in the research questions. The questionnaire is a modified likert structured in a four point Strongly agree = 4, Agree = 3, Disagree = 2 and Strongly disagree 1 for all positively worded items and reverse for all negatively worded items. The instrument is made up of Twenty (20) items constructed to elicit responses from the various participants.

Validity of the Instrument

The research instrument was validated using the experts' judgment approach. In this view, copies of the draft instrument were given to the project supervisor and two other lecturers in the Department of Adult Education, Faculty of Education, University of Benin for items selection and wording. After which their suggestions were taken into consideration before the final copy of the instrument was administered to the respondents.

Reliability of the Instrument

To determine the reliability of the instrument, the test-re-test procedure will be adopted. In this vein, 20 copies of the instrument will be administered on the respondents who will not be part of the study sample. After a time, lag of two weeks the instrument will be re-administered on the same group of respondents. Thereafter, their responses on the two occasions will be collated and correlated using Pearson Product Moment

Correlation Coefficient formulae to determine the reliability index which was given to be 0.75.

Administration of Research Instrument

The questionnaire was administered personally to the adult participants. The questionnaire was administered among the participants in various literacy centres that were selected giving room for freedom of responses and questions that are not quite clear to them. The questionnaire was collected on completion on the same day.

Method of Data Analysis

The data collected was analyzed making use of the frequency count and simple percentage method.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of the result from the data collected and analyzed. The results were logically interpreted and presented in table as shown hereunder:

Research Question One: What is their level of awareness of effective Communication among adult learners in Ovia North East local government area of Edo State?

Table 4.1: Response category on the level of awareness of effective communication among adult learners in Ovia North East local government area of Edo State

Response	Frequency	Percentage (%)
High	60	50
Moderate	30	25
Low	20	17
Very low	10	08
Total	120	100

Source: Field work, 2021.

The result of data analysis as shown in Table 4.1 clearly reveals that 60 respondents, representing 50% of the overall responses agreed that their level of awareness of effective communication is high. 30 of the respondents representing 25% affirmed that it is moderate. 20 of the respondents representing 17% agreed that it is low. While, 10 of the respondents representing 08% affirm that it is very low. From the above analysis, it can

be concluded that the level of awareness of effective communication among adult learners in the area is high

Research Question Two

What is the best effective ways to communicate with adult learners in the area?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 5-8 using percentage statistics and the result is as presented below

Table 4.2: Data on effective ways to communicate with adult learners

S/N	Variables	SA (%)	A (%)	D (%)	SD (%)
5	Adult learners should be made to participate in the communication process	84 (70%)	36 (30%)	Nil (0)	Nil (0)
6	The facilitators should be time conscious	86 (72%)	34 (28%)	Nil (0)	Nil (0)
7	The facilitators should be audible in the classroom	66 (55%)	54 (45%)	Nil (0)	Nil (0)
8	The facilitators should use clear and unambiguous words	70 (58%)	50 (42%)	Nil (0)	Nil (0)

Source: Field Survey, 2021

A cursory look at Table 4.2 above showed that 84 (70%) and 36(30%) of the respondents Strongly Agreed and Agreed respectively that adult learners should be made to participate in the communication process. Accordingly, none of the respondents Disagreed or Strongly Disagreed on this variable.

In ascertaining whether the facilitators should be time conscious will help facilitate effective communication, it was observed that (77%) and 34(23%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

In the same vein, the researcher was also interested in finding out if the facilitators should be audible in the classroom and from the responses gathered, 66 (55%) and 54 (45%) Strongly Agreed and Agreed respectively while none responded otherwise.

Similarly, it was also found that 70 (58%) and 50(42%) of the respondents Strongly Agreed and Agreed respectively that the facilitators should use clear and unambiguous words. There was however no respondent that Disagreed or Strongly Disagreed on this variable.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that the best effective ways to communicate with adult learners in the area are; adult learners should be made to participate in the communication process, the facilitators should be audible, time conscious and should use clear and unambiguous words

Research Question Three

What are the perceived impacts of effective communication?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 9-12 using percentage statistics and the result is as presented in Table 4.3

Table 4.3: Data on the perceived impacts of effective communication

S/N	Variables	SA (%)	A (%)	D (%)	SD (%)
9	Effective communication enables adult learner s to understand what they are been taught by the facilitator	80 (67%)	40 (33%)	Nil (0)	Nil (0)
10	Effective communication enables adult learners to be successful in the teaching and learning programmes	86 (72%)	34 (28%)	Nil (0)	Nil (0)
11	Effective communication informs and educates adult learners at all levels and motivates them to continue their learning	66 (55%)	54 (45%)	Nil (0)	Nil (0)
12	Effective communication helps adults to remembers what they learn	70 (58%)	50 (42%)	Nil (0)	Nil (0)

Source: Field Survey, 2021

A cursory look at Table 4.3 above showed that 80 (67%) and 40(33%) of the respondents Strongly Agreed and Agreed respectively that effective communication enables adult learner s to understand what they are been taught by the facilitator. Accordingly, none of the respondents Disagreed or Strongly Disagreed on this variable.

In ascertaining whether effective communication enables adult learners to be successful in the teaching and learning programmes, it was observed that 86 (77%) and 34 (23%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

In the same vein, the researcher was also interested in finding out if effective communication informs and educates adult learners at all levels and motivates them to continue their learning and from the responses gathered, 66 (55%) and 54 (45%) Strongly Agreed and Agreed respectively while none responded otherwise.

Similarly, it was also found that 70 (58%) and 50(42%) of the respondents Strongly Agreed and Agreed respectively that effective communication enables adults to remembers what they learn. There was however no respondent that Disagreed or Strongly Disagreed on this variable.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that effective communication to remembers what they learn, informs and educates adult learners at all levels and motivates them to continue their learning, enables adult learner s to understand what they are been taught by the facilitator and make them successful in the teaching and learning process

Research Question Four.

What are the constraints to effective communication?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 13-16 using percentage statistics and the result is as presented below

Table 4.4: Data on the constraints to effective communication

S/N	Variables	SA (%)	A (%)	D (%)	SD (%)
13	Most facilitators are not skilled in effective communication	100 (83%)	20 (17%)	Nil (0)	Nil (0)
14	Majority of adult learners have hearing impairment	86 (72%)	34 (28%)	Nil (0)	Nil (0)
15	Noise from learning environment hinders effective communication	66 (55%)	54 (45%)	Nil (0)	Nil (0)
16	The language use by the facilitator in the teaching and learning process could make it difficult for adult learners to understand what is been taught	70 (58%)	50 (42%)	Nil (0)	Nil (0)

Source: Field Survey, 2021

A cursory look at Table 4.4 above showed that 100(83%) and 20(17%) of the respondents Strongly Agreed and Agreed respectively that most facilitators are not skilled in effective communication. Accordingly, none of the respondents Disagreed or Strongly Disagreed on this variable.

In ascertaining whether the majority of adult learners have hearing impairment, it was observed that 86(72%) and 34(28%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

In the same vein, the researcher was also interested in finding out if the noise from learning environment hinders effective communication and from the responses gathered, 66 (55%) and 54 (45%) Strongly Agreed and Agreed respectively while none responded otherwise.

Similarly, it was also found that 70 (58%) and 50(42%) of the respondents Strongly Agreed and Agreed respectively that the language use by the facilitator in the teaching and learning process could make it difficult for adult learners to understand what is been taught. There was however no respondent that Disagreed or Strongly Disagreed on this variable.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that the constraints to effective communication in adult education programmes in the area: are that majority facilitators are not skilled in effective communication, hearing impairment, noising environment and the language use by the facilitator in the teaching and learning process could make it difficult for adult learners to understand what is been taught

Research Question Five

What is the best effective ways to communicate with adult learners in the area?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 17-20 using percentage statistics and the result is as presented below

Table 4.5: Data on effective ways to communicate with adult learners

S/N	Variables	SA (%)	A (%)	D (%)	SD (%)
17	The facilitators should always use simple and clear language to communicate to adult learners	84 (70%)	36 (30%)	Nil (0)	Nil (0)
18	Adult education centres should be cited in noise free environment	86 (72%)	34 (28%)	Nil (0)	Nil (0)
19	Adults with hearing impairment should be identified and place in the front seat very close to the facilitators	66 (55%)	54 (45%)	Nil (0)	Nil (0)
20	Employment of qualified facilitators who are skilled in effective communication	70 (58%)	50 (42%)	Nil (0)	Nil (0)

Source: Field Survey, 2021

A cursory look at Table 4.5 above showed that 84 (70%) and 36(30%) of the respondents Strongly Agreed and Agreed respectively that the facilitators should always use simple and clear language to communicate to adult learners. Accordingly, none of the respondents Disagreed or Strongly Disagreed on this variable.

In ascertaining, whether adult education centres should be cited in noise free environment, it was observed that 86 (77%) and 34(23%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

In the same vein, the researcher was also interested in finding out adults with hearing impairment should be identified and place in the front seat very close to the facilitators and from the responses gathered, 66 (55%) and 54 (45%) Strongly Agreed and Agreed respectively while none responded otherwise.

Similarly, it was also found that 70 (58%) and 50(42%) of the respondents Strongly Agreed and Agreed respectively the employment of qualified facilitators who are skilled in effective communication. There was however no respondent that Disagreed or Strongly Disagreed on this variable.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that the facilitators should always use simple and clear language to communicate to adult learners, adults with hearing impairment should be identified and place in the front seat very close to the facilitators, adult education centres should be cited in a noise free environment.

Discussion of Findings

The result of this study has been quite informative and revealing. Base on the analysis of data or information collected on the opinion of the respondents on “Perceived impact of effective communication on adult education programmes in Ovia North East local government area of Edo State ". In the study, five (5) research questions were raised and examined. The first research question revealed that the level of awareness of effective communication among adult learners in the area is high. Finding from the study is in agreement with that of that of Ajibade, (2000) that for effective teaching, teacher requires good communication skills such as good communication, good classroom management, updating knowledge and maintaining personality. No one can teach effectively until having these basics skills of teaching.

The second research question revealed that the best effective ways to communicate with adult learners in the area are; adult learners should be made to participate in the communication process, the facilitators should be audible, time conscious and should use clear and unambiguous words. Finding from the study corroborate with the study of Loss (2000), asserted that teacher should communicate in clear and understandable manner to enable learners to gain clarity and proper understanding of the subject matter

The third research question revealed that effective communication to remembers what they learn, informs and educates adult learners at all levels and motivates them to continue their learning, enables adult learners to understand what they are been taught by the facilitator and make them successful in the teaching and learning process. Finding from the study is in consonance with the study of Kohn (2001) where he asserted that effective communication brings a number of added benefits to the communicator and the organization he represents amongst which are: - Communication for manager and employee relations: Effective communication of information and decision is an essential component for management – employee relations. The manager cannot get the work done from employees unless they are communicated effectively of what he wants to be done? He should also be sure of some basic facts such as how to communicate and what result can be expected from the communication

The fourth research question revealed that the constraints to effective communication in adult education programmes in the area: are that majority facilitators are not skilled in effective communication, hearing impairment, noising environment and the language use by the facilitator in the teaching and learning process could make it difficult for adult learners to understand what is been taught. Finding from the study is in agreement with that of that of Mutua, (2010) who posited that noise, cultural constraint and language barrier hinders effective communication in teaching and learning process

The fifth research question revealed that the facilitators should always use simple and clear language to communicate to adult learners, adults with hearing impairment should be identified and place in the front seat very close to the facilitators, adult education centres should be cited in a noise free environment. This finding agrees with the study of Usha (2016) where he asserted that adult learning environment should be devoid of noise and properly lightened and spacious to ensure effective communication in the centres

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusions drawn from the analysis of data collected and interpretation of findings and recommendations offered based on findings made.

Summary

This chapter deals with the summary of the study, the conclusion drawn from the analysis of data collected in the course of the study and the recommendation offered based on the findings made.

The study was carried out to determine “Perceived impact of effective communication on adult education programmes in Ovia north east local Government area of Edo State, five (5) research questions were raised to guide the study, they are;

1. What is their level of awareness of effective communication among adult learners in Ovia North East local Government area of Edo State?
2. What is the best effective ways to communicate with adult learners in the area?
3. What are the perceived impact of effective communication?
4. What are the constraints to effective communication?
5. How can effective communication be strengthened?

Five (5) adult literacy centers was used for the study. One hundred and twenty adult learners were selected using the simple random sampling technique. Questionnaire was the major instrument used for data collection, thee questionnaire was made up of section

A and B, where section A contained the demographic information of the respondent, Section B was meant to elicit data on the various research questions raised and other matters considered important to the success of the study. The reliability and validity of the instrument was determined by the project supervisor and other two lecturers from the department of Adult and Non -formal Education, Faculty of Education, University of Benin, Benin city. It was determined through test-retest procedure and the value obtained was through Pearson Product Moment Correlation Coefficient reliability index of 0.75. the data collected were analyzed using descriptive statistics such as: frequency count and simple percentages.

Conclusion

Following the analysis of data collected and findings made, the following conclusion were drawn:

- That the level of awareness of effective communication among adult learners in the area was high
- That the best effective ways to communicate with adult learners in the area are; adult learners should be made to participate in the communication process, the facilitators should be audible, time conscious and should use clear and unambiguous words
- That communication to remember what they learn, informs and educate adult learners at all levels and motivates them to continue their learning, enables adult

learners to understand what they are been taught by the facilitator and make them successful in the teaching and learning process

- That majority of the facilitator are not skilled in effective communication, hearing impairment, noisy environment and the language used by the facilitator in thee teaching and learning process could make it difficult for adult learners to understand what is been taught
- That the facilitators should always use simple and clear language to communicate to adult learners, adults with hearing impairment should be identified and place in the front seat very close to the facilitators, adult education centers should be cited in a noise free environment.

Recommendation

Based on the conclusion drawn from the findings, the following recommendation are hear by proffered:

- Facilitators at the literacy centers should try to effectively communicate their goals and objectives to the adult as this will help in actualizing their vision.
- Facilitators at literacy centers should try to eliminate or reduce all the communication barriers within the centers.
- Facilitators should try to create a good rapport between them and the adult learners, this will make them to feel free to express their opinions or views
- Facilitators should pay close attention to adult who have learning difficulties and bring them to the front seat for them to hear what is been taught.

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UNIVERSITY OF BENIN
FACULTY OF EDUCATION
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
PERCEIVED IMPACT OF EFFECTIVE COMMUNICATION ON ADULT
EDUCATION PROGRAMMES IN OVIA NORTH EAST LOCAL
GOVERNMENT AREA, BENIN CITY QUESTIONNAIRE (PIECAEP)

Dear Respondents,

This is an academic research questionnaire designed by a student of the above institution interested on the “Perceived impact of effective communication on adult education programmes in Ovia North East local government area of Edo State” Please, kindly fill in your responses below, all information provided will be treated with strict confidentiality.

Instruction; Read the questions carefully and tick the column that reflect your response

Section A: Bio – Data

1. Male: () Female ()
2. Age: 20-30 () 31-40 () 41-50 () 50 and above ()
3. Marital Status: Single () Married () Divorce ()
4. Level of Education: Primary () JSCE () SSCE () No Schooling ()

Section B: Please indicate the extent to which you agree or disagree with the following statement by ticking (√) on the statement that is appropriate to you

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

S\N	Statement	SA	A	D	SD
	What is their level of awareness of effective Communication among adult learners in Ovia North East local government area of Edo State?				
1.	High				
2.	Moderate				
3.	Low				
4.	Very low				
	What is the best effective ways to communicate with adult learners in the area?				
5.	Adult learners should be made to participate in the communication process				
6.	The facilitators should be time conscious				
7.	The facilitators should be audible in the classroom				
8.	The facilitators should use clear and unambiguous words				
	What are the perceived impacts of effective communication?				
9.	Effective communication enables adult learner s to understand what they are been taught by the facilitator				
10.	Effective communication enables adult learners to be successful in the teaching and learning programmes				
11.	Effective communication informs and educates adult learners at all levels and motivates them to continue their learning				
12.	Effective communication to remembers what they learn				
	What are the constraints to effective communication?				
13	Most facilitators are not skilled in effective communication				
14	Majority of adult learners have hearing impairment				
15	Noise from learning environment hinders effective communication				
16	The language use by the facilitator in the teaching and learning process could make it difficult for adult learners to understand what is been taught				
	How can effective communication be strengthened?				
17	The facilitators should always use simple and clear language to communicate to adult learners				
18	Adult education centres should be cited in noise free environment				

19	Adults with hearing impairment should be identified and place in the front seat very close to the facilitators				
20	Employment of qualified facilitators who are skilled in effective communication				