

Harnessing Adult Education for Creativity Towards Sustainable Teaching Skill Development in Nigeria Higher Institutions

Raufu Oloore YUSUFF

Department of Adult and Continuing Education,
Emmanuel Alayande University of Education, Oyo
yusuff.oloore@gmail.com

Tope Motunrayo FASINU

Department of Adult and Continuing Education,
Emmanuel Alayande University of Education, Oyo
tfasinu1@gmail.com

Olabisi Esther BINUOMOTE

Department of Adult and Continuing Education,
Emmanuel Alayande University of Education, Oyo
binuomoteolabisiesther33@gmail.com

Abstract

The paper examines the harnessing adult education for creativity towards sustainable teaching skill development in Nigeria higher institutions. The study adopted a descriptive survey research design. Population comprises all higher institutions lecturers in Ogun State, Nigeria. Simple random sampling technique was used to select five higher institutions in which twenty (20) lecturers were chosen to make a total of one hundred (100) lecturers as sample for the study. A self-developed questionnaire was used as instrument for data collection. It was developed in closed-ended of Agreed or disagreed. The instrument was moderated by experts who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tools. Findings revealed that, harnessing adult education to foster creativity is crucial for sustainable teaching skill development in Nigeria's higher institutions. Adult education enhances teaching practices by promoting innovative methods, integrating technology, and supporting continuous professional growth. By incorporating principles like andragogy and experiential learning, adult education programmes equip educators with the tools to cultivate creativity and adapt to diverse learning environments. To sustain these advancements, higher education institutions must invest in and support ongoing professional development, foster a culture of lifelong learning, and leverage digital tools. This investment will ensure that, educators remain innovative, ultimately improving student outcomes and advancing Nigeria's education sector. Therefore, higher education institutions should establish and fund regular professional development programmes focused on innovative teaching methods and creative skills. Policies should be enacted to ensure that all educators participate in continuous professional development activities.

Keywords: Adult education, Creativity, Sustainable, Harnessing, Teaching skill, Development

Introduction

Adult education is defined as the practice of teaching and educating adults. According to Anyanwu, (2017), adult education includes "all the activities with educational purpose that are carried on by people engaged in the ordinary business of life". It is directed to people with major focus on the local community. Eyibe, (2019) defined adult education as any kind of education designed for the illiterate population, the formal school drop-outs and the skilled and semi-skilled workers and carried on outside the formal school setting"Adult education plays a crucial role in the lifelong learning continuum and is essential for personal and professional development (Knowles, Holton, & Swanson, 2015).

In Nigeria, higher education institutions face significant challenges related to teaching quality and skill development. These challenges are compounded by a rapidly evolving educational landscape, increased student enrolment, and the need for innovative teaching approaches to meet diverse learner needs (Okeke, 2019). The current state of teaching skills in Nigerian higher institutions reveals a considerable gap between traditional pedagogical methods and the demands of contemporary education. Many educators in Nigeria still rely heavily on rote learning and lecture-based teaching, which limits student engagement and creativity (Ajayi & Ekundayo, 2018). This traditional approach often results in passive learning environments where critical thinking and problem-solving skills are underdeveloped.

Creativity in teaching is increasingly recognized as a vital component of effective education. Creative teaching methods not only enhance student engagement but also foster an environment where innovative thinking and practical skills can flourish (Robinson, 2011). According to Craft (2015), creativity in education involves imaginative activity that produces outcomes that are both original and valuable. According to Sternberg and Lubart (2019), creativity encompasses a range of cognitive processes, including divergent thinking, which allows individuals to generate multiple solutions to a problem. This ability is crucial in educational contexts, where traditional teaching methods often emphasize convergent thinking and the memorization of information. One of the key arguments for integrating creativity into education is its potential to transform teaching and learning processes. Traditional pedagogical approaches, which often focus on rote learning and standardized testing, can stifle creativity and limit students' ability to think critically and independently (Sawyer, 2011). In contrast, creative teaching methods, such as project-based learning, inquiry-based learning, and collaborative activities, encourage

students to explore new ideas; experiment, and take intellectual risks (Beghetto & Kaufman, 2010). For instance, project-based learning (PBL) allows students to work on complex, real-world problems over an extended period.

This approach not only fosters creativity but also helps students develop important skills such as collaboration, communication, and self-management (Thomas, 2010). Similarly, inquiry-based learning (IBL) encourages students to ask questions, conduct research, and draw their own conclusions, thereby promoting a deeper understanding of the subject matter and enhancing creative thinking.

Moreover, the integration of technology in education has opened new avenues for creative teaching and learning. Digital tools and platforms can facilitate innovative instructional strategies, such as flipped classrooms, and multimedia presentations (Mishra & Koehler, 2016). These technologies enable educators to create interactive and engaging learning experiences that cater to diverse learning styles and preferences.

In higher education, fostering creativity is particularly important as it prepares students for careers that require innovative thinking and problem-solving abilities. Universities and colleges that prioritize creative teaching practices can enhance their students' employability and ability to contribute to knowledge-based economies (Florida, 2012). Additionally, higher education institutions can serve as incubators for creative talent, supporting research and development activities that drive societal and economic progress. For higher education institutions in Nigeria to thrive, there must be a shift towards integrating creative approaches into the teaching and learning process.

Adult education provides a unique opportunity to address these challenges by equipping educators with the skills necessary to implement creative teaching methodologies. Adult education plays a pivotal role in enhancing creativity, particularly in the context of professional development and lifelong learning. As individuals continue to learn and grow throughout their lives, adult education provides the necessary framework and resources to foster creative thinking and innovation (Knowles, Holton, & Swanson, 2015). This is especially important in the educational sector, where continuous professional development is crucial for teachers to adopt and implement creative teaching strategies.

Adult learning theories, such as Adult pedagogy, emphasizes the importance of self-directed learning, experiential learning, and the application of knowledge to real-world situations

(Merriam & Bierema, 2013). These principles are particularly relevant for educators seeking to enhance their teaching skills and foster a more dynamic and engaging classroom environment.

Moreover, adult education often incorporates experiential learning, where learners gain knowledge and skills through direct experience. Kolb's (2014) experiential learning theory highlights the importance of concrete experiences, reflective observation, abstract conceptualization, and active experimentation in the learning process. This hands-on approach can significantly enhance creativity by allowing learners to experiment with new ideas and approaches in a safe and supportive environment.

Professional development programs for educators frequently utilize adult education principles to enhance teaching effectiveness and creativity. For example, professional learning communities (PLCs) provide a collaborative space for educators to share best practices, engage in continuous inquiry, and support each other's professional growth (DuFour, DuFour, & Eaker, 2008). Within these communities, teachers can explore innovative teaching methods, integrate creative techniques into their curricula, and receive constructive feedback from their peers.

In addition to structured professional development programs, informal adult education opportunities also contribute to creativity enhancement. Workshops, seminars, and online courses offer flexible learning options for educators to develop new skills and stay updated with the latest educational trends and technologies. These opportunities allow teachers to explore creative teaching strategies at their own pace and apply them in their classrooms.

The integration of technology in adult education further supports the development of creativity. Digital tools and online platforms provide access to a wealth of resources, including multimedia content, interactive simulations, and collaborative tools (Mishra & Koehler, 2016). These technologies enable educators to create dynamic and engaging learning experiences that foster creativity in both themselves and their students.

In the Nigerian context, harnessing adult education to enhance creativity among educators is particularly important. With the challenges faced by the educational system, such as large class sizes, limited resources, and a reliance on traditional teaching methods, there is a pressing need for innovative approaches to teaching and learning (Okeke, 2019). Adult education can equip Nigerian educators with the skills and knowledge necessary to implement creative teaching strategies that engage students and improve learning outcomes.

Objective of the Study

The main objective of this paper is to examine harnessing adult education for creativity towards sustainable teaching skill development in Nigeria higher institutions. The specific objectives are to:

- i. explore how adult education can be harnessed to foster creativity towards sustainable teaching skill development in Nigeria higher institutions.
- ii. identify strategies for sustainable teaching skill development in Nigeria higher institutions.

Research Questions

Based on the study, the research questions are;

- i. What are the impacts of adult education in harnessing creativity towards sustainable teaching skill development in Nigeria higher institutions?
- ii. What are the strategies for sustainable teaching skill development in Nigeria higher institutions?

Methodology

The study adopted a descriptive survey research design. Population comprises all higher institutions lecturers in Ogun State, Nigeria. Simple random sampling technique was used to select five higher institutions in which twenty (20) lecturers were chosen to make a total of one hundred (100) lecturers as sample for the study. A self-developed questionnaire was used as instrument for data collection. It was developed in closed-ended of Agreed or disagreed. The instrument was moderated by experts who affirmed its validity. Test-re-test method was adopted to ascertain the reliability using Pearson Product Moment Correlation Coefficient (PPMCC) and the value of 0.77 was obtained which is reliable enough for the study. Data collected were analyzed simple percentage, mean and standard deviation statistical tool.

Results

Research Question One: What are the impact of adult education in harnessing creativity towards sustainable teaching skill development in Nigeria higher institutions?

Table 1: Impact of Adult Education in harnessing creativity towards sustainable teaching skill development

S/N	ITEMS	Freq (N)	Percent %	Freq (N)	Percent %	Mean (\bar{x})	S.D
1.	Adult education initiatives have introduced me to new techniques that enhance creativity in my teaching practices	92	92.0%	8	8.0%	3.20	1.078
2.	Participation in adult education has helped me develop innovative approaches to engage students	86	86.0%	14	14.0%	3.17	0.884
3.	Adult education encourages the exploration of new ideas and approaches that foster creativity in teaching.	82	82.0%	18	18.0%	3.13	1.012
4.	Adult education programs provide effective strategies for the sustainable development of teaching skills.	70	70.0%	30	30.0%	3.15	.0884
5.	Adult education initiatives offer practical tools and resources that support long-term teaching skill development.	77	77.0%	23	23.0	3.22	.0794
Weighted Mean (\bar{x}) = 3.174 and STD = 0.930							

Table 1 above, shows the impact of adult education in harnessing creativity towards sustainable teaching skill development in Nigeria higher institutions. The finding indicted that adult education initiatives have introduced me to new techniques that enhance creativity in my teaching practices(\bar{x} = 3.20, SD = 1.078), participation in adult education has helped me develop innovative approaches to engage students(\bar{x} = 3.17, SD = 0.884), adult education encourages the exploration of new ideas and approaches that foster creativity in teaching(\bar{x} = 3.13, SD = 1.012), adult education programs provide effective strategies for the sustainable development of teaching skills (\bar{x} = 3.15, SD = 0.884) and adult education initiatives offer practical tools and resources that support long-term teaching skill development (\bar{x} = 3.22, SD = 0.794). From table 4.4 above, research question 1 has a weighted mean of 3.174 while the bench mark is 2.50. It can be concluded that there are impact

of adult education in harnessing creativity towards sustainable teaching skill development in Nigeria higher institutions.

Research Question Two: What are the strategies for sustainable teaching skill development in Nigeria higher institutions?

Table 2: Strategies for sustainable teaching skill development

S/N	ITEMS	Freq (N)	Percent %	Freq (N)	Percent %	Mean (\bar{x})	S.D
6.	Regular professional development programs are essential for sustaining teaching skill development.	88	88.0%	12	12.0%	3.19	1.016
7.	Professional development programs should include training on innovative and creative teaching methods.	88	88.0%	12	12.0%	3.19	1.016
8.	Integrating technology into teaching practices is vital for sustainable skill development.	78	78.0%	22	22.0%	3.13	0.954
9.	Online platforms and digital tools should be utilized for continuous professional learning.	84	84.0%	16	16.0%	3.10	0.898
10.	Professional Learning Communities (PLCs) effectively promote sustainable teaching skill development.	74	74.0%	26	26.0%	3.12	0.895
Weighted Mean (\bar{x}) = 3.146 and STD = 0.956							

Table 2 above, shows the strategies for sustainable teaching skill development in Nigeria higher institutions. It was shows that regular professional development programs are essential for sustaining teaching skill development(\bar{x} = 3.19, SD = 1.016), professional development programs should include training on innovative and creative teaching methods(\bar{x} = 3.19, SD = 1.016), integrating technology into teaching practices is vital for sustainable skill development(\bar{x} = 3.13, SD = 0.954), online platforms and digital tools should be utilized for continuous professional learning(\bar{x} = 3.10, SD = 0.898) and professional Learning Communities (PLCs) effectively promote sustainable teaching skill development (\bar{x} = 3.12, SD = 0.895). From table 4.5 above, research question 2 has a weighted mean of 3.146 which is above the bench mark of 2.50. It can be concluded that there are strategies for sustainable teaching skill development in Nigeria higher institutions.

Discussion of Findings

Results from research question 1 shows the impact of adult education in harnessing creativity towards sustainable teaching skill development in Nigeria higher institutions. It can be concluded that impact of adult education in harnessing creativity towards sustainable teaching skill development in Nigeria higher institutions cannot be underestimated. The findings of this study are in corroboration with Akinbobola (2019) who stated that adult education programs play a crucial role in equipping educators with the skills necessary to innovate and sustain high-quality teaching practices. Lecturers who participated in technology-focused adult education programs were more adept at using multimedia, online collaboration tools, and virtual learning environments. This technological proficiency enabled them to create more interactive and innovative teaching experiences.

Results from research question 2 shows the strategies for sustainable teaching skill development in Nigeria higher institutions. From table 4.5 above, research question 2 has a weighted mean of 3.146 which is above the bench mark of 2.50. It can be concluded that there are strategies for sustainable teaching skill development in Nigeria higher institutions. The findings of this study are similar to those from a study carried out by Adeyemi and Adu (2012) found that a multifaceted approach involving professional development, technology integration, collaborative learning, interdisciplinary approaches, institutional support, curriculum innovation, feedback mechanisms, and fostering a lifelong learning culture. Similarly, Oyekan (2016) emphasized the importance of professional development workshops focusing on innovative teaching techniques, which resulted in better student outcomes.

Conclusion

Harnessing adult education to foster creativity is crucial for sustainable teaching skill development in Nigeria's higher institutions. Adult education enhances teaching practices by promoting innovative methods, integrating technology, and supporting continuous professional growth. By incorporating principles like andragogy and experiential learning, adult education programs equip educators with the tools to cultivate creativity and adapt to diverse learning environments. To sustain these advancements, higher education institutions must invest in and support ongoing professional development, foster a culture of lifelong learning, and leverage

digital tools. This investment will ensure educators remain innovative, ultimately improving student outcomes and advancing Nigeria's education sector.

Recommendations

Based on the findings of the study, it is recommended that;

1. Higher institutions in Nigeria should prioritize adult education programs that focus on fostering creativity among educators.
2. Higher institutions in Nigeria should develop and implement strategies that promote teaching skill development.
3. Workshops, training sessions and courses that encourage innovative teaching practices should be encouraged in all higher institutions.
4. Monitoring programs, peer review, and continuous professional development opportunities should be put on ground to all higher institutions to improve teaching skill development.

References

- Adeyemi, T. O., & Adu, E. O. (2012). Teachers' professional development and quality assurance in Nigerian secondary schools. *European Journal of Educational Studies*, 4(2), 267-276.
- Ajayi, I. A., & Ekundayo, H. T. (2018). *Contemporary issues in Educational Management in Nigeria*. *Journal of Contemporary Issues in Education*, 8(2) 23-45
- Akinbobola, A. O. (2019). The role of digital tools in adult education programs for Nigerian university lecturers. *Journal of Educational Technology Systems*, 48(1), 77-93.
- Anyanwu, C.N. (2017): *Development of Adult Education in Nigeria*, Ibadan, University Press Limited
- Beghetto, R. A., & Kaufman, J. C. (2010). *Nurturing creativity in the classroom*. Cambridge: Cambridge University Press.
- Craft, A. (2005). *Creativity in schools: tensions and dilemmas*. London: Routledge.
- DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New Insights for Improving Schools*. Bloomington, IN: Solution Tree.
- Florida, R. (2012). *The rise of the creative class*. New York: Basic Books.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The Adult learner: the definitive classic in Adult Education and human resource development*. 8th ed. New York: Routledge.
- Kolb, D. A. (2014). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

- Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: linking theory and practice*. San Francisco: Jossey-Bass.
- Mishra, P., & Koehler, M. J. (2016). Technological pedagogical content knowledge: a framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Okeke, B. S. (2019). Educational planning in Nigeria: a systems approach. *Journal of Technology and Teacher Education*, 23(3), 455-478.
- Oyekan, S. O. (2016). Professional development and innovative teaching strategies among university lecturers in Nigeria. *Journal of Educational Practice and Innovation*, 7(3), 18-27.
- Robinson, K. (2011). *Out of our minds: learning to be creative*. Chichester: Capstone.
- Sawyer, R. K. (2011). *Explaining creativity: the science of human innovation*. Oxford: Oxford University Press.
- Sterling, S. (2001). *Sustainable Education: re-visioning Learning and Change*. Totnes: Green Books.
- Sternberg, R. J., & Lubart, T. I. (2019). The concept of creativity: prospects and paradigms. In R. J. Sternberg (Ed.), *Handbook of Creativity* (pp. 3-15). Cambridge: Cambridge University Press.
- Thomas, J. W. (2000). *A Review of research on project-based learning*. San Rafael, CA: Autodesk Foundation.