

Teachers' perception to the application and problems facing the use of information and communication technology in lifelong education in Oyo state, Nigeria

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Abstract

As globalization advances educational systems must respond to other profound changes, such as the knowledge explosion, and the increasingly rapid development of information and communication technology (ICT). This study investigated the perception of teachers to the application and problems facing the use of ICT in lifelong education. The research design used for this study was descriptive survey. The population for this research work was teachers in Afijio Local Government Area of Oyo state. The study consists of fifty (50) teachers who were randomly selected from five (5) secondary schools in the Local Government under study. The instrument used for this research is adapted Structured Questionnaire tagged Questionnaires on Teachers Perception and Problems of ICT in Lifelong Education (QTPPTILE) with the reliability coefficient of 0.75. Descriptive Statistic was used in the analysis of the findings. The findings revealed that teachers in schools have positive and right perception of ICT application in teaching lifelong education and findings also showed that problem of inadequate facility of ICT, epileptic power supply of electricity, among others were affecting the effective application of ICT in school. It was recommended among others that there should be adequate awareness campaign stating from colleges of education level to the entire populace on the importance of variety of technologies that can enhance lifelong education

Keywords: Lifelong education; information communication technology; awareness

1.0 Introduction

With the advent of new information and communication technologies (ICT), especially the internet, the literacy practices associated with their use are undergoing change at an unprecedented rate. Information and communication technology (ICT) competency is associated with critical thinking and highly developed skills of information management and advanced communication skills. The advent of information and communication technology (ICT) has changed the world into a global village.

Also, this technology has brought about inevitable changes in the field of education. Most essentially, information and communication technology involves the storage and communication of information which is an important tool in the delivery of lifelong education.

Lifelong education (LLE) is essentially about the creation of equality. In societies which had improved educational opportunity, there is a need for equality between the young, who received the improved educational opportunities, and their elders, who needed compensation for their experience in less educationally open times. Arpita (2015) defines lifelong education as a creative lifelong activity for the complete personality development of man and aims at consolidating all experiences of learning. Two factors are important for lifelong education:

- a). To sustain the inquisitiveness of the learners for lifelong learning. The environment should be conducive for the learners to gain knowledge automatically.
- b). The educational institutes should be progressive in organising motivational educational programmes constantly (Arpita, 2015).

The use of internet in a learning process is supported by the following statements:

- The internet is an ideal storage of teaching materials available whenever and wherever.
- The internet makes it possible to join a teacher with distant students and to join students between each other.
- It makes it possible to create teams with the same learning interests, to create communication between them regardless of time and place.
- It makes possible a continuous improvement of forms of teaching materials and ways of communication between the participants of learning process (Sarka&Blanka, 2013).

1.1 Concept of Information and Communication Technology

The appearance of Information and Communication Technology (ICT) was in the mid-1980s and it was first defined as “All kinds of electronic systems used for broadcasting telecommunications and mediated communications”, with examples including personal computers, video games, cell phones, internet, and electronic payment systems and computer hardware and software among others (Singh

and Raja, 2010). ICT which is an acronym for information and communication technology means a variety of technological applications in the process and communication of information. ICT means the use of computer-based technology and the Internet to make information and communication services available in a wide range of users (UNESCO, 2011). IT and ICT should not be taken to be the same ICT is more broad term than IT. It covers all technologies that can help people to develop communications and manipulate information (George, 2018). ICT is a universal tool for globalization. This implies, the way information is controlled, processed, and distributed to the world (Webster, 2006). Moreover, it serves as an assistant for teachers all around the world and it is impossible to imagine a modern professional without basic knowledge of ICT.

Furthermore, it's impossible to compete at the global world without knowing the basics of ICT. In a competitive global economic environment, a highly skilled and educated workforce with aptitude and skills in the application of ICT is required. The knowledge and use of ICT is central to education in the 21st century. ICT is a means that has changed many aspects of the way we live. It includes skills, hardware, software, applications, and systems. ICT/Digital literacy, ICT Infrastructure and Support Applied Technologists are important basic and advanced futures of ICT that should be integrated in teaching and learning to ensure ICT adequate spread through generations (Mid-Pacific ICT Center, 2014).

UNESCO has made integrating ICT into education part of its efforts to ensure equity and access to education. The submission below explains the organization's position on the initiative. Information and communication technology can contribute to universal access to education, equity in education, the delivery of quality teaching and learning, teachers' professional development and more efficient education management, governance and administration. According to UNESCO a holistic and comprehensive approach is needed in promoting ICT in education. Access, inclusion and quality are among the main challenges that was addressed. The organization's intersectoral platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication and Information, Education and Science (UNESCO, 2018). the ever-growing computer-centric lifestyle in today's society was displayed in the rapid influx of computers in the modern classroom. ICTs have permeated education in various ways.

1.2 Lifelong education (LLE)

Man has never been exposed to changes as rapid and radical as are taking place today. Lifelong education is conceived as a process of learning, which must meet the needs of each successive phase of

life. Individuals are supposed to engage in a continuous process of education and are learning something new, then, failure is relative. If they do not succeed in one venture, there are other available opportunities for them to test their abilities. The aim of lifelong education is to increase every individual's possibilities of expressing himself or herself on the intellectual, emotional, social and professional planes (Okedara & Sarumi, 2001). The term lifelong education recognizes that learning is not confined the classroom but takes place throughout life and in varying situations.

In the context of lifelong education and the explosion of knowledge and the revolving development of technology, the function of the school that embrace the use of technology may thus be summarised as education that:

- a. Prepare the individual for a life in which he will be able to direct his own process of lifelong education;
- b. develop in him the desire to learn and promoting attitudes towards education and learning;
- c. initiate creativity and autonomy;
- d. develop in the individual the ability to analyse and solve problems;
- e. generates critical thinking;
- f. encourage the capacities for self-education and self-evaluation;
- g. Link educational experiences to life;
- h. increases educability and developing a variety of learning mechanism;
- i. expose the pupils to broad learning areas;
- j. interlink different educational experiences (interdisciplinarity);
- k. teaches how to exploit all educative resources out-side the school;
- l. teaches how to access various sources of information;
- m. teaches how to work in groups. (Dauda, Michael, Deborah & Safiyanu, 2015)

This list is not exhaustive; moreover, some of the goals enumerated are closely linked to one another, whilst others overlap. As the objective of this work is not to develop an exhaustive theory of the concept of lifelong education but to examine the relevance of ICT in lifelong education, the above goals may be grouped under five main aspects. In the perspective of lifelong education, these are:

- i. stimulate the learners' interest (motivation);
- ii. develop creativity and autonomy,
- iii. encourage the learners to cross the frontiers of his school environment and develop open attitudes towards life (transfer)
- iv. integrate different disciplines (linkage).

- v. initiate the learners into various modes of learning (flexibility)

1.3 ICT and Lifelong Education

The use of ICT in lifelong education has enormous benefits. Computer has a content area as well as skills area that have to be mastered and developed. It would enable learners to master wide range of skills and information about technology. For many scholars and stakeholders, the easy and interactive ways to access information (facilitated by communication technologies) represent an undeniable potential for education. Hence, ICT in education has become the core focus of attention for numerous educational researchers in the last decades, and still today, the field requires more debate and research to obtain the best results in benefit of educational change. Warschauer (2011), discussed the main objectives of integrating ICTs in the classroom as: the improvement of academic achievement, the facilitation of new kinds of 21st century learning and to promote education and social equity. It facilitates the provision of learning that produces well informed citizens which are asset to the nation. Also, it increases productivity and promote harmonious living for growth and national development. For harmonious living in a nation, the government must provide a kind of education that will engender sense of belonging for each level of individual in the society. For the adults, Oyediji (2013) identified the following areas:

- i) **On-the-job training:** this is upgrading training for adult employee who need a particular skill efficiency in their new or old employment and upgrading specific skill of personnel employee who need promotion.
- ii) **Job creation:** this is the type of training which could generate new employment opportunities for group of individual adults. People that can benefit from such training programmes are artisans, craftsmen, tailor, carpenters etc.
- iii) **Specialized vocational skills:** these skills are needed for those adults that engage in technical and commercial work who need practical skills to function efficiently in rural areas where they live. Such people need skill for maintenance of equipment, sewing equipment, farming equipment, hand tools, generators etc.
- iv) **Managerial and Business skills:** these are meant for those who engage in business which demand skills in record and stock keeping, purchasing and sales, import and export, investment, personnel management etc.

- v) **Home industry and Home improvement skills:** These are for those who produce on a small scale and undertake simple improvement and maintenance of their home. Programmes for home making and decoration serve the need of housewives and women in general.

To achieve this laudable educational objective for adult learners, Gane (1992) advocated the categorization of learning into intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes, as well as the following nine steps in e-learning: gaining attention, stating the objective, stimulating recall of prior learning, presenting the stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance, enhancing retention and transferring to other contexts. Provision of functional literacy education for adults who never had the opportunity of formal education. The provision of functional and remedial education for young people who dropped out of the formal school system prematurely. The provision of further education for different categories of completers of the formal education system to improve their basic knowledge and skills. The provision of in-service, on-the-job, vocational and professional training for different categories of workers and professionals to improve their skills, and the provision for adult citizens of the country of necessary aesthetic, cultural and civic education for public enlightenment. All these would go a long way in enhancing the social status of the adult learner, and will make them informed citizens, civic responsible in promoting the ideas of the democratic culture and contribute to the national economy.

1.4 Statement of Problem

Many researches have been carried out on the importance of Information and communication technology (ICT) to teaching and learning, hitherto ICT has not been effectively integrated or utilized for instructional delivery in our schools. Some teachers are aware of the importance of ICT to instructional delivery but acceded. This could be because of perception of teachers towards ICT and problems confronting the usage in education. This study is designed to investigate the perception of teachers to the application and problems facing the use of Information and communication technology (ICT) in lifelong education.

1.5 Purpose of study

The general purpose of this study is to investigate the perception of teachers to the application and problems facing the use of Information and communication technology (ICT) in lifelong education. Specifically, the study sought to;

1. investigate the extent to which the use of Information and communication technology (ICT) will enhance lifelong education.
2. investigate the various problems facing the use of ICT in secondary schools.

1.6 Research Questions

The following research questions guided the study;

1. To what extent do teachers perceive the use of ICT to enhance lifelong education?
2. What are the problems facing the application of ICT in secondary schools?

1.7 Methodology

The research design used for this study was descriptive survey to elicit responses for data necessary for analysis. The population for this research work was teachers in Afijio Local Government of Oyo state. The study consists of fifty (50) teachers who are randomly selected from five (5) secondary schools (both private and public schools) in the Local Government under study. Four (4) teachers were selected from each school selected. The instrument used for this research is adapted Structured Questionnaire tagged Questionnaires on Teachers Perception and Problems of ICT in Lifelong Education (QTPPTILE). The instrument was given both face and content validity by seasoned lecturers in the field of measurement and evaluation at Federal College of Education (Special) Oyo, Oyo state. The reliability coefficient of 0.75 was found after administration the same instrument on similar population in Atiba Local Government of Oyo State. Descriptive Statistic was used in the analysis of the findings

1.8 Results and Discussion

The research questions were answered, and results of the analysis are shown in table 1 below:

Table 1: Analysis of respondent responses

S/N	ITEMS	AGREED	%	DISAGREED	%
1	ICT will give more opportunity to learn lifelong education comfortably	47	94	03	06
2	ICT will make lifelong education more interesting	50	100	00	00
3	ICT will provide more learning experience	45	90	05	10
4	ICT will make the learners to be carried along in the teaching learning process	48	96	02	04
5	ICT usage in school will develop higher order level thinking in learners.	48	96	02	04
6	ICT in school will make it easier to prepare lesson and learning more effective.	30	60	20	40
7	The use of ICT will increase the quality of subject teaching.	35	70	15	30
8	Using ICT in school will make me more productive as a teacher.	46	92	04	08
9	ICT application in school may not succeed due to inadequate facilities like physical components of ICT.	50	100	00	00
10	Epileptic power supply of electricity may affect the use of ICT in schools	50	100	00	00
11	ICT tools may be too expensive for school to buy.	26	52	24	48
12	Teachers may not be competent in the use of ICTs because of inefficiency institutions computer laboratory.	20	40	30	60
13	Inadequacy of computer courses offered to teachers may affect ICT application in schools.	28	56	22	44
14	Government policies do not encourage the use of ICT	20	40	30	60
15	Installation of ICT is very expensive	42	84	08	16

1.9 Discussion of findings

It was revealed in the table that the number and the percentage obtained in the items 1, 2, 3, 4, 5, 6, 7, and 8 reflected the teachers' perception on the use of Information and communication technology (ICT) to enhance lifelong education with agree were greater than that of the disagree. In the light of this, it is an indication that teachers in schools have positive and right perception of ICT application. The results is supported by Aggarwal, (2011) that teachers have positive perception that ICT contribute to the performance of students in schools and arouse their intention to learn in lifelong education.

More so, the responses of items 9, 10, 11, 12, 13, 14 and 15 indicated that most of the respondents agreed that there were problems of ICT application in schools. Findings showed that problem of inadequate facility of ICT, epileptic power supply of electricity, high cost of ICT tools, inefficiency of institutions computer laboratory and inadequacy of courses offered to teachers in schools, lack of adequate personnels, financial expenses among others were affecting the effective

application of ICT in schools. This is corroborated by Adebayo (2001) who reported that lack or inadequate facilities in schools, frequent electricity interruption, poor ICT policy/project implementation strategy and inadequacy of manpower are the problems faced by tutors in lifelong learning.

1.10 Conclusion

Information communication technology is considered as a very suitable tool of lifelong education. It enables learner's access to education from any place. It saves time as well as cost of education. It enables learners frequent contact with a teacher/tutor by means of email, Skype, video conferencing, Whatsapp chat e.t.c. ICTs are often effective as a motivation element of lifelong education. Even the learners who might refuse further studies for enormous distance or want of time may choose the study supported by an online course.

If government at all levels can adequately fund lifelong education programmes by incorporating ICT in the teaching learning process, the problem of barriers to access education and learning would be a foregone issue. This would enhance the principle of learner centeredness, flexibility of learning provision, the recognition for credit of prior learning experience and the provision of learner support among others.

1.11 Recommendations

Based on the findings of this research work the following recommendation are made

- There should be adequate awareness campaign starting from colleges of education to the entire populace on the importance of variety of technologies that can enhance lifelong education.
- Individual lecturer/instructor at the colleges of education should embrace the use of ICT in the delivery of lifelong education.
- Government and various organizations should help in the procurement of computer, computer software, communication software and others to enhance effective delivery in lifelong education.
- Efforts should be made by teachers already on the field to go for computer training to enhance their methods of teaching.
- Students should be encouraged to be computer literate not just by theory but by practical because it will help them in learning.

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