

KEEPING UP WITH GLOBAL TRENDS: ASSESSING PRIVATE TERTIARY INSTITUTIONS' TRAINING AND RETRAINING PROCESSES IN NIGERIA

L. Amodu, O.O. Fayomi, R. Dare-Abel, O. R. Idowu

Covenant University (NIGERIA)

Abstract

This study examines the lifelong learning processes of tertiary institutions in Nigeria. One of the most unique attributes of Information and Communications Technology (ICT) is the ability to simplify processes and aid efficiency. Institutions are not run the way they used to some decades back. This is attributed to the evolution of ICT. Since new technologies evolve at astonishing speed, it should be expected that tertiary institutions should not only learn of them, but also adopt them in their administrative processes. This brings to the fore the role of staff members in ensuring the success of this process. This study, therefore, examines the processes adopted by selected tertiary institutions to train and retrain their staff to be able to keep up with ICT trends using multinomial logistic model approach.

Keywords: Nigeria, ICT, lifelong-learning.

1 INTRODUCTION

Information Communication Technology (ICTs) has been defined by Blurton (2002) as a diverse set of technological tools and resources used to communicate as well as create, store, disseminate and manage information. This technology includes computers, the internet, broadcasting technologies (radio and television) and telephony. It is the modern technologies engaged in managing, processing, storing, retrieving and exchanging information in a given situation. Computer and communication technologies are basic supporting factors of this technology and they play a critical role in storing and distributing data (Zainally, 2008, p. 24).

The advent of ICT has engendered revolution in the field of education. Not only has it created opportunities that were impossible several decades ago, it also holds the promise of continuous development. With improvement in speed, convenience and efficiency being among the outlining factors of technological development, it is not surprising that new technologies quickly become obsolete and are replaced with newer ones. The implication of this for the field of education is that new trends are evolving globally and there is need for academic institutions to keep up with the trend.

2 E-LEARNING AND LIFELONG LEARNING

E-Learning is defined as the use of ICTS for student-oriented, open, active, collaborative and life-long teaching-learning processes (Thurab-Nkhosi et al, 2005 as cited in Nawaz, Kundi, and Shah, 2012, p. 24). E-learning is a popular research area for many higher education and corporate training centres. Information and Communication Technologies represent computers, networks, software, internet, wireless and mobile technologies to access, analyse, create, distribute, exchange and use facts and figures (Nawaz, Kundi, and Shah, 2012, p. 22).

E-learning includes learning at all levels, whether formal or non-formal, that uses an information network- the internet, an intranet (LAN) or extranet (WAN)- be it in part or wholly, for course delivery, interaction and/ or facilitation (Tinio, 2002, p. 4).

In the past, there was a significant time lag between the time an event occurred and the time it was publicly reported. With the introduction of ICT, however, information spread has become faster and cheaper as well as readily available (Adigwe, 2012, p. 2). ICT is a generic term used to express the convergence of telecommunications, information, broadcasting and communication. ICT is seen as a set of activities which facilitates and enhances the processing, transmission and dissemination of information by electronic means (Rodriguez and Wilson, 2000).

3 EDUCATION AND INFORMATION COMMUNICATION TECHNOLOGY

The main thrust of research on the role of Information and communication technologies in Education has been to answer the question how far these technologies have affected the learning processes and its' outcome?(Tinio, 2002 in Nawaz, Kundi, and Shah, 2012, P. 38).

The use of Information Communication technology (ICT) is becoming an integral part of education in many parts of the globe. Nigeria is not left behind as ICT gradually finds its way onto the educational systems despite chronic limitations brought about by economic disadvantages (Adeyemo, 2010, p. 50).

Schools in the Western World have, over the decades, invested a lot in ICT infrastructure than ever before (Volman, 2005). Several studies reveal that students who use ICT facilities mostly display higher learning benefits than those who do not use (Mikre, 2011, p. 3). One defining feature of ICTs is their ability to transcend time and space barriers in communicating ideas, information and relevant data. ICTs make possible "asynchronous learning, or learning characterized by a time lag" between instruction delivery and reception (Tinio, 2002, p. 6). Also, teachers and learners no longer have to depend entirely on printed books and other physical materials housed in libraries (and available in limited quantities) for their educational needs.

The gradual progress in using computers have changed significantly from just learning about computers, to 'learning computers', and finally learning with these computers (Volman, 2005). Similarly, the reluctance of teachers to adopt innovations need to be seen in the context of existing technology and commitment. Watson (2001) opines that significant level of improvement can happen at schools if instructors understand themselves and are better understood by others.

4 ICT AND ADMINISTRATION

Rapid growth in education has made governance in the academic sector more complex than ever. The 21st century has witnessed tremendous advancements in the administrative system of education, as new variables that never existed in previous decades have began to surface (Krishnaveni and Meenakumari, 2010, p. 282). The following are some of the areas where computers can be used for effective educational administration (Ben-Zion et al 1995 in Krishnaveni and Meenakumari, 2010, p. 282): general administration; pay roll and financial accounting; administration of student data; inventory management; personnel records management; and library system.

Krishnaveni and Meenakumari, (2010, p. 282) assert that ICT has played a major role in reducing operational inefficiency as well as improving decision-making in several areas of governance. One of such concepts that can empower governing bodies to better administer the progress of an academic institution at the click of the mouse is the Integrated Higher Education Service System.

Maki (2008, p. 20) posits that the term "administrative subsystems" may be made to include all but not limited to: personnel management, student administration, resources administration, timetable administration, test administration, and financial administration. The overriding idea behind the researcher's findings was the possibility of having the whole university system run efficiently with the aid of computer-mediated technologies from one source, which can be accessed at anytime and from any location, thereby eliminating the barrier of distance that has always existed.

5 STUDENT AND STAFF ADMINISTRATION

Students can be provided with access to all kinds of information for their study and writing of dissertations and thesis (Obeng, 2004). This will eliminate the recurrent limitation faced by many students who find it difficult to get the right study materials for their respective programmes. It is common place that many students in the past complete their chosen programme without even having the chance to read some of the internationally acclaimed journals and articles (Strauss 2000 in Birgirma 2015, p. 106).

Obeng (2004) as cited in Krishnaveni and Meenakumari (2010, p. 285) posits that integration of ICT into student administration would foster speed and accuracy in activities ranging from admission process to learning activities to processing of results and even performance analysis. Adoption of ICT in student administration would feature items such as application for admissions, course registration, course allotment, class schedules, time tables as well as transport and other logistics necessities all attainable via the online/ e-media in electronic formats.

The integration of ICT into Staff administration procedures will enhance staff recruitment and work allotment of all members of faculty and staff, attendance and leave management, performance appraisals (Obeng, 2004, para. 10). In addition, relevant communication as well as feedback between the institution and staff members can be consolidated upon, not forgetting that it will also aid in processing and analysing voluminous records, and making data retrieval easier and faster (Maki, 2008, p. 19). Obeng (2004) reveals that ICT, if effectively harnessed by university lecturers, could enhance both academic and business research. With the advent of internet, researchers will be exposed to more innovative ways of accessing a lot more information useful for various assignments (para.11).

6 INFORMATION AND COMMUNICATION TECHNOLOGY-AIDED LECTURES

Another possibility that the integration of ICT and Higher Education can engender is that ideas could be shared online and lectures could be more effective through creation of online communities. This in itself will foster better dissemination of information and ideas. Registration of courses and details of examination can be provided online. This will aid efficiency and a tidy administrative structure, and results can be compiled with computer-mediated technologies faster and easier (Maki, 2008, p. 19). Students will no longer need to travel kilometres to process transcripts since such transactions could be readily carried out online. Videoconferencing could be adopted as an effective means of bridging the challenge of “lack of Lecturers” teaching core subject/programme areas in the university. Students on various campuses pursuing the same or similar programme/ courses could be lined to benefit from the same lesson (Tinio 2002 in Nawaz, Kundi, and Shah, 2012, p. 36).

7 SETBACKS

Significant advancements in the synergy of education and Information Technology over the decades have created increasing pressure to use IT, but users commonly face several obstacles when attempting to use technological teaching techniques. There is need for Higher Education Institutions to strategically develop IT integration plans that help overcome these obstacles. The use of technology may result in frustration for the technologically-sensitive users, let alone those who are techno-phobic if barriers are present (Nawaz, Kundi, and Shah, 2012, p. 39).

Research has demonstrated that one reason Managers are unwillingly to adopt ICTs is their previous short comings as well as negative experiences. Staff may resist employing the ICTs in universities because they feel insecure and inexperienced in its usage. Therefore, they must be enlightened that ICT, if given a chance, can produce positive transformation in Organisations (Zainally 2008:25).

Freedman (2002) as cited in Birgirmana (2015, p. 97) is of the view that a lot of “administrative burdens can be relieved by using ICT wisely”. The researcher lists activities such as examination entry, registration of students, informing people, scheduling, data analysis, lesson plans and preparation, timetabling, etc., as areas where ICT can make an unprecedented impact. Penrod (2003) in Birgirmana (2015, p. 97) agrees to this view and posits that Information Technology should impact the daily operation and functions of a University.

Despite the numerous advantages the integration of ICT into Administration and Educational Management affords institutions, Maki (2008, p. 20) states that “using ICT may not save time at first, because it takes times to learn how to use computerized programs. Nevertheless, after well-organised trainings, significant amounts of time could be saved by using ICT”.

In Nigeria, a major challenge to teacher education in Nigeria is that of insufficient knowledge and use of ICT. The knowledge, and use, of computer technology as well as the internet is a necessity for all teachers to guarantee the relevance of the system and its products in the 21st century. Majorly, the use of laptops, palmtops and other useful gadgets has become more prominent in private university as major assignment must be typed and submitted. Nevertheless, we still have some advanced technology which as not be added to the training of both teachers and students.

8 RELEVANT FOUNDATIONS FOR ABSORBING NEW TECHNOLOGIES

In providing relevant balance to the quagmire of teaching without exposure and lack of readiness to absorb relevant Information and Communication Technologies in education, Aniedi and Effiom (2009, p. 410) suggest training and retraining in all the required areas. With respect to their findings, they

emphasize that “the result is rather worrisome, given that the Academic Staff/ Instructors still lack skill and require training in basic ICT areas such as use of basic Office applications and making use of internet facilities”. The authors add that additional reason for the low absorption of new technologies into education and teaching is low funding of such facilities. Oye, Salleh and lahad,(2011, p. 22) support this, stating that in an attempt to operate within the budget constraints, there is a greater desire by University Policy makers to give priority to hardware and software procurement over efforts directed at training Academic Staff in using the acquired Technologies, which is equally important.

Oyovwe-Tinuoye and Adogbeji (2013, p. 25) advocate for more efforts from the Government and other educational governing bodies to thrust in more efforts into training and retaining of Academic staff to be more acquainted with the relevant ICTs for classroom usage whilst providing alternative solutions to infrastructure and power supply.

9 METHODOLOGY

The data source for this study was mainly primary source through survey and questionnaire administration. The questionnaire was designed in two forms; part 1 consists of the bio information on the respondents which includes department, age, gender, educational qualification and marital status of the target participants. The second part consists of structured items that form the bases for the study and are subject to test of hypothesis. The multi-choice questionnaires contain basically closed ended questions necessary to elicit vita information from the respondents. The study population involved both students and staff of the randomly selected private tertiary institutions within Ogun State. These are mainly Wolex poly technique, Crawford University and Covenant University Ota. A total of two hundred questionnaires were dispatched with a relatively high response rate of 83 percent. Descriptive analysis involving percentage distribution tables and frequency analysis were used in the method of data analysis. The study proceeded further to employ multiple linear regression and binary logistic regression approach in test of hypothesis.

10 OBJECTIVES OF THE STUDY

The main objective of this paper is to assess the effect global trend in technological advancement in training and retraining process in Nigerian private tertiary institutions.

Other specific objectives include;

- ✚ Determine the effect of e-learning approach on training and retraining process in private tertiary institutions in Nigeria.
- ✚ The impact of technological innovation on e-learning facilitations among private tertiary institutions in Nigeria.

11 HYPOTHESIS

H₀: Global trend in technology has no significant effect on training and retraining process of tertiary institutions in Nigeria

H₁: Global trend in technology has a significant effect on training and retraining process of tertiary institutions in Nigeria

12 RESULTS AND DISCUSSIONS

12.1 Test of Reliability for Research Instrument

The Cronbach's alpha co efficient test of reliability as indicated in table 2 suggests a high reliability coefficient (0.984) for the 22 items that addressed the main issues that necessities the need for the research and therefore confirms the a good level of internal consistence of the research instrument.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.984	22

In table 2, the demographic distribution of the respondents indicates that many 56(42.4%) of the target audience fall within the age bracket of 26-35 years. The male respondents 88(66.7%) constitute the major proportion of the sample size. The table also revealed that most of the respondents are already married were mostly postgraduates.

Table 2: Demographic Distribution of respondents

Variables	Category	Frequency	Percentage
Age	18-25 years	20	15.2
	Between 26-35 years	56	42.4
	36-45 years	32	24.2
	45 years and above	24	18.2
	Total	132	100.0
Gender	Male	88	66.7
	Female	44	33.3
	Total	132	100.0
Marital status	Single	48	36.4
	Married	84	63.6
	Total	132	100.0
Education	Undergraduates	40	30.3
	Postgraduates	92	69.7
	Total	132	100.0

Source; Survey Report, 2015

The result of table 3 below shows that majority 100(60.6%) of the total respondents believe that they undertake training and re-training at least once a year while 70(42.4%) confirm that students are often engaged in educational training in their respective course of study.

Table 3: Institutional training and re-training process

Variables	Yes		No	
	FQ	%	FQ	%
Do the teachers undertake training and retraining at least once a year?	100	60.6	65	39.4
Do the students often engage in educational training in their course of study?	70	42.4	95	57.6

The percentage distribution of the respondents by their department in table 3 suggests that the political science department 25(15.2%), mass communication 20(12.1%) and computer science 20(12.1%) were the highest participants under the survey.

Table 4: Departmental Distribution of respondents

	Frequency	Percent
Public Administration	10	6.1
Business Administration	15	9.1
Accounting	10	6.1
Mass communication	20	12.1
General Studies	15	9.1
Computer Science	5	3.0
Biochemistry	20	12.1
Political Science	25	15.2
ICT	13	7.9
Economics	15	9.1
Intl Relations	5	3.0
Sociology	12	7.3
Total	165	100.0

The result of tables 4-6 below shows a significant but inverse relationship between electronic training process (ETP) and teachers' involvement in training and retraining process. Further analysis of the result shows significant inverse relationship between course facilitations (CFT) and teachers train and retraining process. Technological innovation and creativity (INCR) indicates a significant relationship with teachers training and retraining process. The result thus suggests that training and retraining process have been significantly affected by the level of technological advancement in tertiary institutions in Nigerian. This study therefore accepts the hypothesis that global trend in technology has a significant effect on training and retraining process of tertiary institutions in Nigeria while rejecting the null hypothesis that global trend in technology has no significant effect on training and retraining process of tertiary institutions in Nigeria.

Table 4- 6 Private tertiary institutions training and retraining process.

Table 4 e-training process

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a ETP	-.448	.163	7.509	1	.006	.639
Constant	.836	.482	3.013	1	.083	2.307

a. Variable(s) entered on step 1: ETP

Table 5 learning and training facilitation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a CFT	-.303	.164	3.396	1	.065	.739
Constant	.497	.524	.900	1	.343	1.643

a. Variable(s) entered on step 1: CFT

Table 6: technological innovation and creativity

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a INCR	-.302	.163	3.447	1	.063	.739
Constant	.432	.487	.787	1	.375	1.541

a. Variable(s) entered on step 1: INCR.

The evidence in table 7 -9 shows that electronic training process (ETP), learning facilitation and training,(CFT), innovation and creativity in technology (INCR) do significantly affect students' training process in private tertiary institutions. The above observed relationship is confirmed statistically significant at 0.01 percent level of significance. This further confirmed the hypothesis that global trend in technology has a significant effect on training and retraining process of tertiary institutions in Nigeria leading the rejection of the null hypothesis that global trend in technology has no significant effect on training and retraining process of tertiary institutions in Nigeria.

Table 7-9 Student engagement in training process.

Table 7: e-training process

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1a ETP	-1.009	.195	26.676	1	.000	.365
Constant	3.269	.604	29.283	1	.000	26.295

a. Variable(s) entered on step 1: ETP

Table 8: learning and training facilitation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a CFT	-1.096	.217	25.496	1	.000	.334
Constant	3.767	.715	27.739	1	.000	43.238

a. Variable(s) entered on step 1: CFT

Table 9: technological innovation and creativity

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a INCR	-.985	.207	22.601	1	.000	.373
Constant	3.216	.645	24.870	1	.000	24.920

a. Variable(s) entered on step 1: INCR

12.2 Hypothesis II

H₀: Keep up with global trend has no impact on learning process

H₁: Keep up with global trend has impact on learning process

The analysis of the relationship between course facilitation and training (CFT), electronic training process (ETP) innovation and creativity in technology (INCR) as shown in table 10 below suggest a significant impact of electronic training process and technological innovation creativity on facilitation of academic learning process. This implies that the more technologically driven private tertiary institutions in keeping up with global trend the faster and easier it becomes for effective learning process.

Table 10: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.427	.098		4.348	.000
ETP	.325	.057	.342	5.683	.000
INCR	.599	.060	.606	10.064	.000

a. Dependent Variable: CFT

13 RECOMMENDATIONS

The issue of e-learning and training is a continuous process and should earnestly pursued by tertiary institutions in Nigeria in order to remain globally competitive and relevant.

Efforts should be made by Nigerian tertiary institutions to consistently engage their students, faculty and staff in e-learning and training process.

Technological innovation and creativity in e-learning are significant determinants of success in Nigerian institutional training and retraining processes

Therefore, faculty, staff and students should always make deliberate efforts to keep themselves abreast with the recent global trend and practices for effective learning process.

14 CONCLUSION

The importance of lifelong learning process in Nigerian tertiary institutions cannot be over emphasized. Therefore teachers have a vital role in ensuring success lifelong learning process. The level of technological advancement in tertiary institutions to a large extent determines the process of training and retraining of faculty and staff in keeping up with global trend. Therefore, stepping up with the global trend is a veritable link through which tertiary institutions in Nigeria can be fully integrated to significantly enhance learning processes. Hence, faculty, staff and students should be continuously engaged in training and retraining. This will enable tertiary institutions in Nigeria to effectively optimize the benefits derived from technological innovations in teaching and learning processes.

REFERENCES

- [1] Adeyemo, S.A. (2010). The Impact of ICT on Teaching and Learning of Physics. *International Journal of Education Research and Technology*. Vol. 1(2) 48-59.
- [2] Adigwe, I. (2012) The Impact of ICT on News processing, reporting and Dissemination on Broadcast Stations in Lagos, Nigeria. Libraries of University of Nebraska-Lincoln. Paper861- Library Philosophy and Practice (e-journal).
- [3] Birgirmana, S. (2015). An inquiry into the inputs of ICT on the enrolment, registration, Examination clearance and Access to Results of Students at Africa University, Mutere, Zimbabwe. *Achieves of Business Research*.3 (2).
- [4] Blurton, C. (2002). New Directions of ICT Use in Education. Accessed October 7th 2015 from <http://www.unesco.org/education/educprog/lwf/dl/edict.pdf>.
- [5] Krishnaveni, R. and Meenakumari, J. (2010). Usage of ICT for Information Administration in Higher Education Institutions- A Study. *International Journal of Environmental Science and Development*.1(3), 282-286
- [6] Maki, C. (2008). Information Communication Technology for Administration and Management for Secondary Schools in Cyprus. *Journal of Online Learning and Teaching*.4(3). 18-21.
- [7] Mikre, F. (2011). The Roles of ICT in education: Review Article with Emphasis on the Computer and Internet- Ethiopia. *Journal of Education and Science*.6 (2).

- [8] Nawaz, A.Kundi, G.M., and Shah D.B. (2012).Metaphorical Interpretation of Information System failure.*Peshawar University Teachers' Association Journal* 14, 15-26.
- [9] Obeng, T. K. (2004) "Practical Application of ICT to enhance University Education in Ghana" Feature article Ghana Web: Friday, 30th April 2004. Retrieved from <http://www.ghanahomepage/feature/practical-application-of-ICT-to-enhance-University-education-in-Ghana-56932>
- [10] Rodriguez, F. and Wilson, E. (2000).Are Poor Countries Losing the Information Revolution?*mfoDevWorking Paper*. Washington D.C World Bank.
- [11] Tinio, V. L. (2002) ICT in Education, UNDP Bureau for Development Policy.<http://www.eprimers.org>. Retrieved on September 30th 2015.
- [12] Volman, M. (2005).Variety of roles for a new type of teacher.Educational technology and the teacher profession.*Teacher and Teacher Education*, 21, 15-31.
- [13] Watson, D.M. (2001). Pedagogy before Technology: Re-thinking the Relationship between ICT and Teaching. *Education and Information Technologies*, 6, 4, 251-266.
- [14] Zainally, H. (2008). Administrative Faculties by Information Communication technologies and its Obstacles.*International Journal of Education and Information Technologies*.Issue 1(2).