



THE ROLE OF EDUCATION AND INFORMATION TECHNOLOGY IN BUILDING HUMAN CAPACITY IN NIGERIA

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ABSTRACT

The study examines the role of ICT full human capacity building for national development in Nigeria and proffers implication for in formation Communication Technology It further highlights the role of ICT in equipping man power in Nigeria using ICT concepts in, teaching process. The study also elucidates some other importance of using ICT and education to foster capacity building formational development: The paper stresses that education can be used, in both secondary schools and Adult Educational Programmes-teaching as means to foster national growth. The study later focuses on the claims for using ICT in the 21st Century as a pertinent means for development. The paper further narrates the values of the concept of teach and re-teach using ICT in schools to bring about effectiveness in human capacity building. The study recommended that proper emphasis should be laid on teaching using ICT gadgets and encouraging in-service training. The paper concluded that the use of ICT promotes inter-Africa solidarity as well as harmony and oneness in Nigeria.

Keywords: Role, Education, Information, Technology, Building, Human, Capacity, Nigeria.

Introduction

Education in Nigeria has become a national instrument for quick development especially in this era of information and communication technology. The task of nation building is a difficult one mostly in developing and democratic nations like

Nigeria. Nigeria is an example of a third world nation that looked into a dependent relationship with the more powerful industrial nations of the west with respect to educational, economical, political and cultural values.

Education is a service provided in all countries of the world with certain objectives in mind. Sample of such objectives are the development of the skills required for a more rapid growth if the economy and the provision of basic knowledge to the citizens are to be achieved.

Ajiboye (2000) views that the application of ICT in this era of technology is an eye opener because of its eventual, uses. He therefore maintains that human capacity building is the driving force for achieving rapid, socio economics, cultural, technological and political transformation in the country; hence, the need to face radically the challenges confronting the nation by using ICT letter.

Education is one of the most important needs for the wellbeing of individual and that of the society. Thus, education is a powerful instrument of social, political, and economic progress, without which neither an individual nor a society can attain professional growth.

Information and communication technology (ICT) is an indispensable part of the contemporary world. In fact, culture and society have to be adjusted to meet the challenges of the information age. Information and communication technology (ICT) is a force that has changed many aspects of people's ways of life. Considering such fields as medicine, tourism, travel, business, law, banking, engineering and architecture, the impact of ICT in the past two or three decades has been enormous

The Role of Education in Building Human Capacity in Nigeria

Educational system in society provides the foundation for both classical and modern technological, political, sociological, economical and cultural perspectives. All these functions are the key roles which education plays in our society (Nigeria) most especially in preparing its younger ones for the future task through the application of education. Okolo (2004) explains that these roles are common to, educational system in all society especially in are:

1. **The Conservative Role-** The transformation and reproduction of culture in society are in two ways:

- a. The culture transmitted through education skills, facts processes, values, norms, language, and ideology.
- b. Education that helps to contribute meaningfully to the nation's stability.
2. **Economic Role:-** Which involves changes in the aims, curriculum and school organization that can be seen in terms of needs of the economy (man-power or human capital development). .
- 3 **The Political Role:** This includes the political socialization implies the transformation of values, ideas, beliefs, and patterns of behavior which relate to the generation, distribution and exercise of power in our society.
4. **The innovative Role** - which involves sources, knowledge and new ideas in so or change and developments.
5. **The Allocative role/selective role in this case, there are:** different levels of political and economic participation possible in society. The most authorization roles are allocated to the most educated or those with the most highly chartered kind of. education. The type of education helps man to seek for desire for self-reliance stems from a realization that conscious and purposeful action must be taken to develop themselves and the: nation as well.

The Socialization Process - Education makes a man to be a functional member of the society. It enables him to be adapted to environment.

Selective and Allocative Function – Helps to provide adequate man power needs of the economy in different sectors

Educational in Nigeria and Building Capacity

The Nigeria's philosophy of Education according to NPE (2004) focused her objectives towards:

- i. Education that demands for functionality of every citizen.in the society for the promotion of a progressive united Nigeria which helps the individual to determine his sense of direction in education.

- ii. Education that makes all the citizenry of Nigeria to have a right to equal educational opportunities irrespective of any real 'or imagined disabilities each according to his/her ability.
- iii. Making education an instrument for national development that gives room for formulation of ideas, the integration for national development and the interaction of persons and ideas that are aspects of education for human development.
- iv. Education that fosters the worth and development of the individual for each, individual's sake and for the general development of the society/country.

If these could be monitored well, it will multiply human capacity building through character training by inculcating the following Values as claimed by (NPE, 2004) thus:

- i. Pursuance of proper respect for the worth and dignity of every, individual in the community.
- ii. Adequate preparation for promotion of the physical, technological emotional and psychological development of all citizen's in the nation.
- iii. Acquisition of competencies necessary for self-fulfillment and capacity building.
- iv. Development of ability to acquire moral and spiritual principle on oneself and in interpersonal and human relations for growth.

The NPE (2004) clearly explains how education helps in bringing about building human capacity through the following items:

- i. The inculcation of the right type of values and. attitudes for the survival of the individual and the Nigeria society.
- ii. The inculcation of national consciousness and national unity.
- iii. The training of the minds in the understanding of the wards around.
- iv. Using education for the acquisition of appropriate skills and the development, of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.
- v. Using education for the acquisition of appropriate skills and the development of mental, physical and social abilities and: competencies

as equipment for the individual 'to live in and. contribute to the development of the society.

Babarinde (2000) is of the opinion that these variables mentioned above could be attained using the following: ICT systems; good findings, quality man power, supervision. Technological opinions and good methodology of teaching using all ICT gadgets in practice.

Education as an instrument of dynamic change helps citizens to have a relative change in behavior and become useful members in the society. Education is an agent of the attainment of national goals in Nigeria and to achieve these goals various factors have to be employed such as intrinsic and extrinsic motives principles.

As contained in NPE (2004), in Nigeria today, education is of great valuations and there is value in education and while in this sense it has become a process of transmitting various values in its recipients and: therefore education and educational values help to guide and direct Nigerian education and development which have been identified.

NPE (2004) further explains the roles of education thus:

- The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.
- The inculcation of national consciousness and national unity.
- The acquisition of appropriate skills, abilities and competencies both mentally and physically as equipment for the individual's survival in and contribute to the development of his society (p16).

Education and ICT are the ideologies used to achieve these objectives which come up in two folds', as observed by Dele (2001) thus'

- i. Education helps to integrate individuals in to the social structures for profitable and unproblematic participation in society.
- ii. Education as well promotes integrations in two ways horizontal and vertical integration.

The NPE also acknowledges the pivot role of education through teacher education in the nation and the importance of quality teachers in course

maintenance in schools and in qualitative educational programme implementation for common capacity building using shifting paradigms in the teaching functions in an ICT era.

Importance of Building Capacity in this present Era (ICT)

Education is key to civilization, development, a way to revolutionize people's way of life including their thinking and reasoning. It is upon this that the FRN (2004) declared that education has become an instrument for effecting national development through human involvement. According to Farrant (1967) this means that it is upon the teacher's appropriate practice and functional efficiency where a teacher is the pivot for education of which the whole education system lies for capacity building. Abiosa (2003) opined that education involves capacity building to embrace the development of an individual technologically, physically, morally, intellectually, spiritually, mentally and culturally such that a citizen will be of best to himself, the school and the society he/she belongs (a functional citizen).

Nigeria is blessed with enough natural resources and the human potentials tap and harness them. It is a pity that in the practical scene, our orientation does not help us to actualize these natural gifts. The immediate solution to this is our education. Universally, no nation can boast of her education without conscientious, effective, innovative and motivated teachers as agents of capacity building through education.

Importance of Education for Building Capacity

Objectives of human capacity' building in secondary school and education as identified by Ailboye (2000), are the following –

- i. Provide trained man-Power in the applied science, technology and commerce at sub-professional grades.
- ii. Improve students with a desire for self-improvement and achievement of excellence
- iii. Offer diversified curriculum to cater for the differences in talents, I opportunities and future roles.
- iv Foster national unity with an emphasis on the communities that unite us in our University.

- v Develop and promote Nigeria culture and inspire students for better generation of people who can think for themselves and gear up.
- 1. People became more committed and sincere.
- 2. There is ample desire to learn (functionality)
- 3. Paves way for friendliness and cooperation
- 4. Gain more knowledge about ICT issues

Education for capacity building in teacher education and effects of using ICT in education for capacity building in education.

The objectives of building capacity in Teacher Education are-

- i. To help teachers to fit into social life of the community and society at large and enhance their commitment to national goals.
- ii. To provide teachers with the, intellectual and professional background adequate for their assignment and make them adaptable to changing situations.
- iii. To produce highly motivated persons for all levels of our educational system.
- iv. To encourage further the spirit of enquiry and creativity in teacher.
- v. Enhance teachers' comment to the teaching profession.

Adult Education for Building Capacity

According to NPE (2004), Abiosa (2006) the goals of Mass literacy and Non-formal education for capacity building in Nigeria are:

- a. To provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills. ,
- b. To give the adult citizens of the country necessary aesthetic, cultural and civil education for public enlighten.
- c. To provide functional and remedial education for all those young people who did not complete secondary education.
- d. To provide functional literacy and continuing education for adults and youths who have never has the advantage of formal education or who did not complete their primary education. These include the nomadic,

- migrant families, the disabled and other categories or groups, specially the disadvantaged gender.
- e. To provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills.

If one may ask, what is the phenomenon of studying while working about? Ordinarily, it may be answered that to be an equivalent of the series of sandwich and Open University programme operation in different countries. It is a form of curriculum innovation. It is directly linked with workers' education which again is an extension area of study in life long education. In Nigeria, it is a policy statement that at any stage of the educational process after (elementary) education, an individual will be able to choose between continuing his full-time studies and combining work with study. An individual can also embark on full-time employment without excluding these prospects of resuming studies later on. As a matter of evidence, James (1999) clearly explained that. Maximum effort will be made to enable those who can benefit from higher education to be given access. Such access may be through Universities or part-time and work-study programmes. Also Duyileni (2003), clearly expressed that the individuals whose case- the paper addresses are those workers who engage in sandwich programmes in institutions of higher learning with the intent of training their B.Ed, B.Sc, M.Ed, MA Ph.D in faculties of education.

The Claim for ICT in the 21st Century and National Development in Nigeria

Among the several aims for setting up different institutions of learning in Nigeria in this era does not go outside the use of information communication technology for teaching, as- contained in UNESCO (2001) thus-

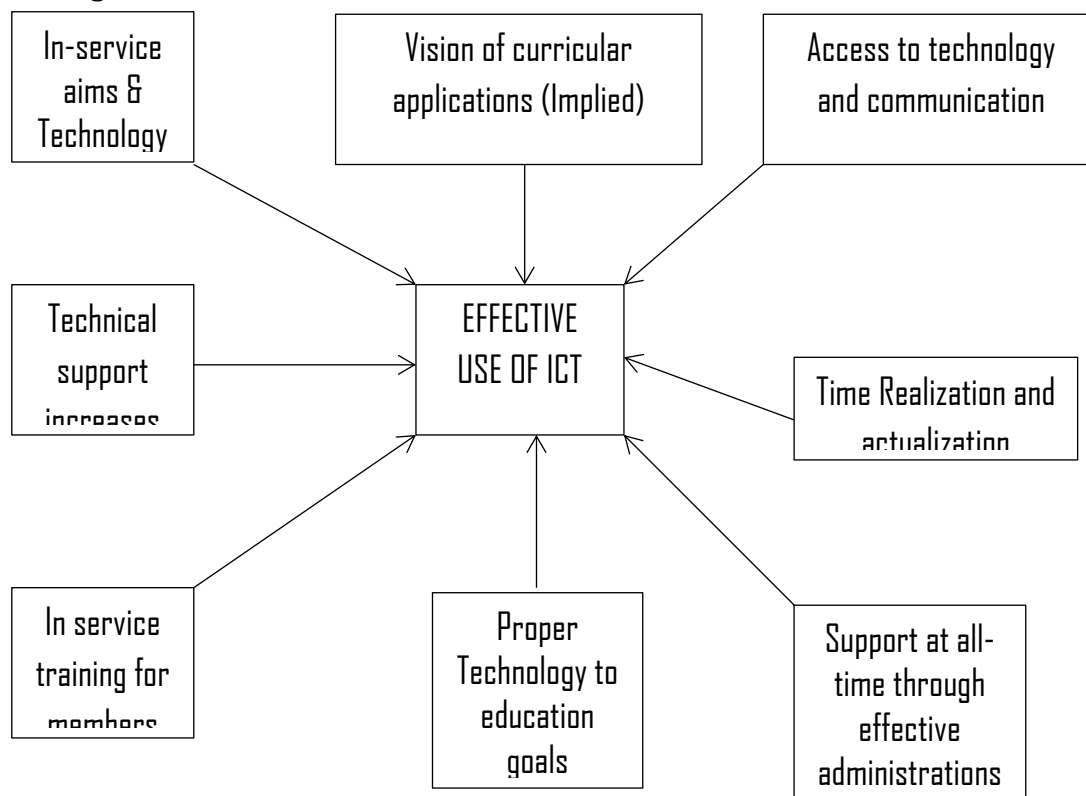
- i. ICT in capacity building strives to ensure the welfare of the people or modification of an individual for high productivity.
- ii. Help to provide professional and academic growth for teachers and graduates in the society.
- iii. The repositioning science technical and vocational education among the staff in the scheme of national education for optimum performance.

- iv. To equip learners with the necessary knowledge and skills to deal with the students' and teachers' performance for better productivity.
- v. The training of the mind in understanding the world around and acquisition of competencies necessary for self-reliance.
- vi. The use of ICT in capacity building training helps in the acquisition of appropriate skills and the development of mental, physical and social abilities..

The implications of these are:

1. Ensuring utilization of existing Education patterns.
2. Reduce/elimination of social vices
3. Enhances access to quality education
4. Improvement the education delivery systems. ,
5. Ensures a global competitive education systems.

The fig. below shows the effectiveness of ICT in the classrooms



Teach and Re-Teach Methodology in ICT Schools

Currently, Nigeria recognizes education' not only as a force that can be used to bring about single redress to the society but as a means of investing in human resources which yields quick development in human potentials. Segun (2006) opines that the application of ICT in the classroom under teach and re-teach has yielded positive advantages

Also, Dele (2001) is of the opinion that the provision of various ICT materials in education tends to favour most of the already well educated the educationally' unprivileged learners in the society to, discover themselves and claim their rights.

With ICT in schools, it seeks for new ideas, knowledge, wisdom and practice of teachers' care and advocate for new skill methodologies, technologies with basic literacy education for national: improvement. The attainments of small scale give room for better performance. That is why Farrant (1987) opines that education should help the learners to become useful members of the society while Peters (1981) expresses, learning should make the students to have a relative change in. behaviour; Education develops people and the society using ICT gadgets at different levels. In a developing country like Nigeria, education is not only important as a social service but is also a key factor in overall national developments. The pertinent value of ICT therefore focuses on the transformation putting education to shape and making everybody to be educationally equipped.

Segun (2000), expresses that the use of ICT in our education is of paramount importance because as at today, we need to focus on specific areas e.g. societal needs or issues with a view to addressing how citizens can be educationally, scientifically and technologically equipped. While Dele (2001) emphasizes that the tasks of ICT are as diversified and multi-dimensional (multi-various) as life itself. This is because its application consists of gearing teachers and members of the society (people) into 'the circuit of active economic, social, technological and cultural life for the new segment and strata of the populace literate deprived of any access to education. It is glaring then from all iota of doubt that the ICT programme has in. mind a target population/group which is the entire citizenry.

Recommendations

- i. There is need to demand for increase in the production and utilization in schools for; up-liftment of teaching of ICT in all our institutions.

- ii. Proper emphasis should be laid on in-service education for teachers and pre-serve teachers which have to be organized from time to time. ,
- iii. Advocate for new media approach, based on methodological approach, which must be employed by the contemporary teaching e.g. programmed instruction, branching etc.
- iv. To actualize the dream of the government, the people, the teachers, the learners should come together to fetch the idea that human capacity building, cannot be achieved without the concerted efforts of all these factors.
- v. Standard electricity production by the government has to be put in place. .
- vi. There is need for he provision of funds, instructional materials (electronic and non-electronic), textbooks and manpower that will man the teaching.
- vii. Old teachers should be trained to adapt to change(s) in their teaching processes.

Conclusion

Education is the brain of any nation. Education serves as a catalyst for national development and necessary condition for national survival.

The success of any nation in education for achieving capacity building therefore depends largely on its quality production, simply because education is supposed to be man-oriented.

Today, our society is keenly watching to see education demonstrated more from the point of view of technological, cultural, social, methodological, political and character development.

According to NPE (2004) education is used to-

- i. Live in unity 'and harmony as one indivisible, in dissoluble and democratic society.
- ii. Promote inter-African solidarity and would peace through understanding.

Education in Nigeria therefore has become an instrument "per excellence" for effecting human capacity building and natural development using various factors. It serves, as the transformer of crude, raw and undeveloped manpower resources of the nation into skilled, technical, costly and highly valued element of any nation.

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