Examining The Use Of Repository Portal System In Nigerian Teaching Andragogy And The Place Of Religion

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Abstract

Qualitative education is necessary for every society to succeed. It is encouraging to see studies, concerns and active agitations from people on the promotion of qualitative education in Nigeria. Unfortunately, these studies and agitations have not yielded any concrete results. This article examines how a repository portal system can be used to reform the Nigerian teaching andragogy. The theoretical framework for the study was functionalist theory and data were documentarily sourced through newspaper publications, textbooks, government publications and internet materials. The study therefore calls for religious leaders to champion policies that can introduce a repository portal system into Nigerian teaching andragogy. What a repository portal system does is to fill the gaps between the teachers and the adult students. Hence, connecting all persons involved in the teaching and learning processes to communicate easily, faster and without loss of records. This repository portal system is needed in every possible process. This recommendation addresses the challenge of loss/manipulation of students' records, and enormous challenges faced with the manual processes and other efforts expended in sorting through large files.

Keywords: Andragogy, Manual process, Education reform, Religion, Repository portal system.

Introduction

In couple decades, there exist an unprecedented interest in reforming andragogical practices in Nigeria. this is so because adult education has to do with the systematic presentation of facts, ideas, skills and techniques to adult students. It involves the sharing of knowledge

in the process of developing the individual adults. In the words of Omolewa (2007), educational reforms emanate from the basic conviction that considerable progress can be made in a nation by its people through careful engineering of the educational process. Furthermore, the goal of education system is to provide or develop a balanced individual that is capable of surviving his environment and contributing meaningfully towards the survival of the society he belongs (Maduka, 2010). It is in recognition of this goal that Nigeria has expressed commitments to education, in the belief that overcoming illiteracy and ignorance will form a basis for accelerated national development.

Sadly, it is shocking to observe that education in Nigeria is confronted with continuous decline in standard, deterioration of facilities, examination malpractices, poor welfare of teachers, sexual harassment, misappropriation of resources by the administrators, and etcetera. However, the introduction of technology in various facets of life has made things a bit easier and more efficient. Even within the government, certain computerized tools have been deployed. The introductions of the Treasury Single Account (TSA), Bank Verification Numbers (BVN), and Integrated Personal Payroll Information System (IPPIS) have all assisted the Federal Government of Nigeria in plugging revenue leakages and detecting fraud. Likewise, a repository portal system can be deployed to automate and monitor the progress of teaching adult students which necessitated the present study.

Contrarily, scientific enquiries into the above identified problems and challenges in the teaching andragogy are legion (Adeninoye, 2002, Ezimah, 2004, Nnazor, 2005, Fasakun, 2006, Ibeh, 2008, Igbo, 2008, and Maduka, 2012). These studies are important, and their contributions handy and meaningful in understanding the challenges and solutions of the Nigerian teaching andragogy. In specific terms, they are appreciated for emphasizing the dire need for such improvement in educational facilities as habitable environment, digital library, installation of modern education facilities, welfare of teacher, and many more. Granted that the existing problem-driven studies on teaching andragogy in Nigeria abound, but they have failed to explain in detail the frameworks that could best address the disconnection between the teachers and learning adults which repository portal system addresses. This means a move from manual-based practices in teaching andragogy to one in which all information is recorded and transmitted digitally. Accordingly, it means the realignment of teaching technique and new investment.

Conceptual view of education
Education is derived from the Latin words Educare and Educatum. The former means to bring up and the latter denotes the art of teaching and training. The concept of education is a very broad one. As such, it has enjoyed considerable attention both in the humanities and the science disciplines. It will be expedient to quickly say that education is not just literacy as believed by some people. The ability to read and write does not translate to education. Of course, "the ability to read and write is a fundamental aspect of the educational institution. Illiteracy shuts a person almost completely out of the goings-on in his society (Gboyega, 2000:128).

The explanation on illiteracy as Gboyega mentioned above is critical to an overall understanding of education. That a person can read and write does not imply that he has clear comprehension and possesses the ability to apply what he has read. That a person can speak his lingua franca effortlessly does not mean that he is educated in a pragmatic sense. Then, what is education? It has become increasingly difficult to define education. As remarked by Babarinde (1995), the difficulty in proffering a univocal definition stems from the fact that all definitions that have been offered tended to be inadequate because they always leave some vital information rut (Babarinde 1995:36). Writing from the same perspective, R. S. Peters notes that:

> It is no longer necessary nor desirable to define education. Education forms a family of ideas united by a complicated network of similarities which overlap and crisscross. Due to this, philosophers of education simply suggest some criteria or conditions that should be present before an activity or programme could legitimately attract the label of education (Peter, 1967:82).

In the words of Okoorosaye-Orubite (2019), education is a social creation, designed to meet the specific needs of the society at any particular point in time. Its form, content, methodology and clientele are determined by the society. Nzewu (1985) sees education to play a role of preparing or nurturing individuals to live in society and thus being able to perform specific functions for society. Vikoo (2016) aptly describe education as an interaction between a teacher and a student under the teacher's responsibility in order to bring about the expected change in the student's behaviour. O'connor(1966) also noted that educational system of any society is a more or less elaborate mechanism design by society to instill in individuals certain skills or attitude that are judge to be useful and desirable in that society. In a related development, Adelowo (2010) conceptualised education as an enterprise which sets out to instill values, attitude and skills in members of the society. This was aptly supported by Pauley and Buseri (2019), that see education as a socializing agent that equips all its beneficiaries with the necessary tools such as knowledge, skills, attitude, cultural values, language and social skills to enable them conform to the desires/demand of their society. To crown it all, the definition of education provided by Nwala is still relevant. For Nwala (1985),

> Education whether formal or informal, is the recognised method whereby a person acquire most of his ideas, beliefs and attitude: in short his knowledge, skill and manners necessary, not only to combat the hazards and problem of life ….and to secure the needs of ….. but also to fit into the company of his fellow human being (P.242).

Factors Militating against Adult Education in Nigeria
1. Poor preparation and malpractice: Experts in the education sector has been able to identify examination malpractices with poor preparation of students for

an examination, and lack of self-confidence. In view of the rising costs of education, adult students will not ordinarily want to be held back by any form of deficit or failure in any of the required subjects, hence will go to any length to ensure success. In some cases, some teachers are involved by way of encouraging students to contribute money in order to secure the needed assistance during examinations because the teachers are left with no other alternative considering the fact that they are aware of the inadequate preparation of their students as well as the lack of facilities to get them properly prepared before examination.

2. Poor attitude of both teachers and students to the teaching and learning process. Teaching and learning ought to be a complementary process but sometimes, due to moral laxity the teacher may not be able to teach inspiringly to motivate the students to learn which is capable of crippling the education sectors.

3. Poor teachers welfare: Nigerian teachers are not motivated to produce their maximum productivity. They are not only poorly paid but cannot measure up with their counterpart in other areas. Perhaps, they are waiting for their reward in heaven as the society may say. Sometimes, the teachers do not receive their regular promotions in addition to the poor salary they receive (Nnazor, 2005).

4. Poor Planning: A dearth of statistic on adult students' enrolment, number of teachers, their qualifications and demographic trends, statistics on buildings and other learning facilities are all inadequate at present. All these are capable of stalling planning (Ezimah, 2010).

5. Irregular payment of teachers' salary: Often times, teachers in some states do not receive salary on time or as at when due. They are not regularly promoted on regular bases. This could affect the morale of teachers (Onyenemezu, 2008).

6. High cost of education: The cost of education in Nigeria is going on an alarming rate. Income of some parents could not enable their ward attain quality education or attend standard schools. Some that manage to finish from primary or secondary school could not further or acquire tertiary education (Osuji, 1984).

7. Lack of dependable infrastructural facilities and amenities: Quite a good number of Nigerian schools in Nigeria lack facilities or equipment. This range from students' learning in dilapidated building hostel, recreational centers, workshop etc to lack of instructional materials for teaching and learning.

8. Inadequate budgetary allocation/ under funding: Nigeria is one of the country that is yet to allocate 26 percent of her budgetary allocation to education as recommended by the United Nations (UNESCO). This goes a long way to affect education in the country. One of the major problems facing Nigeria education is under funding.

9. Teachers are not well supervised and monitored in some states: Where regular inspectors by inspectorate is lacking, some teachers may branch off into quick

money generating activities such as farming, butchering, petty-trading, etc. even during school hours (Ojo, 2011).

10. Poor management of education: Management of education in Nigeria at all levels may continue to suffer from ineffectiveness until policy prescriptions are passed as Act of the national assembly through the provision of legal backings. Sometimes, there exist educational conflict between the roles of federal, state and local government on the management of public schools.

11. Poverty and Fall in Standard: Acquisition of Education knowledge is supposed to help us fight against-poverty, ignorance and disease. The process of acquiring this well desired knowledge has gradually turned into money spinning venture for many of those in dire need of the knowledge and skill. It is now a source of exploitation from the service seekers with little or no consideration for quality of service rendered and facilities on ground, and made an offer for the highest bidder.

12. Politicization of education: Most attempts at educational reforms fail to succeed partly due to disparate political ideologies by leaders. Lack of continuity also exist from one administration to the other. In the area of accreditations, some schools that did not meet up the standard are allowed to operate too.

13. Value place on paper qualification: Many Nigerians have misplaced value on qualifications of candidates in the society. By so doing, some of the student resort to getting the certificate through various means and at all cost. Some do take to examination malpractice or certificate forgery.

14. Poor Funding: The gross underfunding of the educational sector in the country in general and the neglect of the maintenance of the physical facilities; Instructional and living conditions have deteriorated in many o schools; classrooms blocks, libraries and laboratories are nothing to write home about, all leading to declining academic standards.

Religion and Education

Religion is one of the driving forces behind many of the events and attitudes that have shaped our world. Throughout the centuries, laws have been enacted; cities and countries have been created and destroyed; and wars have been fought, all to promulgate or protect one religion or another (Ogbonnaya, 2014). Religion is defined as the belief in and reverence for a supernatural power or powers regarded as creator and governor of the universe. A personal or institutionalized system grounded in such belief and worship, a set of beliefs, values, and practices based on the teachings of a spiritual leader (Kumuyi, 2017).

Instructively, every religion aims to teach the adherents (within the confines of its intellectual, moral and practical-living repertoire) how to be good, responsible and mature human beings that are equipped with skills and competences to contribute positively to the all-round growth and development of self, one's family and society in general. Christian religion is a classical example

in this matter. For Eluu (2017), Christian religious knowledge trains the students morally and instills in them the desire to do good and be virtuous (p. 74). The aims and objectives of Christian education in Nigeria, for Obilom (1989), are to educate the Nigerian children both morally and intellectually, and instill in them the desire to be good citizens (p. 15).

The availability of good citizens is simply the most required factor for accelerating development in any society and Nigeria in particular, for good citizens make good educators, merchants, politicians, churchmen, scientists, etc that make for meaningful social development. For Okoye and Pongou (2014), the relative prosperity of different societies upon European contact, was seriously dependent on missionary activity; it exercised greater influence than colonial governments' and European traders' influence and it has impacted on human capital in modern Nigeria as well as having influenced cultural values and institutions. It must be noted here that missionary activity is chiefly couched on religious education, and it is clear from the above position of the cited authors that that activity led to societal development in Nigeria. Speaking on the curriculum for Christian Religious education in Nigeria, Olugasa, Bamidele, Alonge and Onwuka (n.d.), hold: "The contents of the books are treated in a holistic manner to build spiritually, morally sound and upright citizens who would ensure the promotion of the political and socioeconomic development of Nigeria" (p. 1). Perhaps that is why this article looks at the role religious leaders could play in championing the introduction of repository portal system in teaching andragogy in Nigeria through sponsoring necessary bills and influencing necessary policies.

Theoretical Framework

Structural functionalism theory propounded by notable scholars is adopted for understanding of the roles repository portal system could play transforming teaching andragogy in Nigeria. According to Ajah and Nweke (2017), structural functionalism is an approach in Sociology which was developed at the wake of 19 century's industrial revolution. This theory was sociologically developed as an adequate tool for dealing with the interrelatedness of various traits, institutions, groups, and so forth, within the social system. Structural functionalism is as old as the history of sociology. This is evident in the works of the founding fathers of the discipline like Auguste Comte (1798-1857) and Herbert Spencer (1820-1903). Coser (1976) as recorded in Ajah and Nweke (2017) attempts a definition of structural functionalism. He saw structure as referring to a set of relatively stable and patterned relationships of social units, while he perceived as referring function to the consequences of social activities which make for adaptation or adjustment of a given structure or its component parts.

The functional approach in Sociology was borrowed from the analogy of organism in the biological sciences in which it is known that all the body organs, in any living organism, have a kind of interconnectivity which links them together. Each of these organs plays a certain role for the survival of the organism. In any situation

where any of the organs malfunctions, it is believed that this malfunctioning might affect the life of the organism. The functionalists, therefore, argue that the society is made up of groups and institutions which constitute the whole. They state further that each of these institutions that form the society plays a part for the survival of the system (Ajah and Nweke, 2017).

From the foregoing, therefore, functionalists view society as a system, a set of interconnected parts which, together, form a whole. This makes society the primary unit of functional analysis. The focus of attention is how the basic parts of the society, that is, the various institutions, such as the education, religious, family, political, economic and legal institutions co-relate together and functions for the survival of the entire society.

In applying this assumption to understand the importance of introducing repository portal system into teaching andragogy, the introduction is committed to the promotion of the human good so as to provide basic human needs and promote qualitative educational development. This implies that such introduction inculcates spirit of transformative education which is the foundation that brings about sustainable development.

Conclusion

A disconnect between the teachers and learning adults ushers a huge gap between the teachers and the students. These gaps are created by manual processes, distrusts, and other unforeseen circumstances like loss of submitted assignments and answer scripts that occur during the transfer of submitted answer scripts and assignments from one place to another. It does also occur within a particular institution because records were not properly stored and causes loss of students' record as cataloging is clumsy thus costing time to find urgently needed files. Whether within institutions or not, any form of disconnect negatively disrupts the smooth flow of learning. The central impact of this disconnect is delay in adult learning process. To prevent this disconnection, the study calls for religious leaders to champion the introduction of a repository portal system into teaching andragogy. What a repository portal system does is to fill the gaps between the teachers and the adult students. Hence, connecting all persons involved in learning processes to communicate easily, faster and without loss of records. This repository portal system is needed in every education learning process. This recommendation addresses the challenge of loss/manipulation of students' records, and enormous challenges faced with the manual processes and other efforts expended in sorting through large files.

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