THE IMPACT OF TELECONFERENCING TECHNOLOGY IN NIGERIAN COLLEGES OF EDUCATION REVIEW FOR SUSTAINABLE DEVELOPMENT IN EDUCATION

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ABSTRACT

The paper impact of teleconferencing technology in Nigerian colleges of education review indicates that the focus of most of the studies has been to assess teleconferencing as a medium for education and training along diversification such as interactivity factors influencing effectiveness in teaching-learning, role of teachers/resource person etc.

INTRODUCTION

In a first consideration if we take into account that education is essentially based on a relationship of dialogue and constant interaction (Simpson, 2000) distance learning compared dialogue development; the distance that separates educators from learners. This is the exact point that technology can help to diversify

there are hardly any studies on the perceptions of teachers who use this type of technology. The present study focuses on teachers' views, their opinions experiences and account of teleconference as a teaching tool. Specifically, the study was conducted to achieve two major objectives viz: to explore the teachers' perceptions of the technology especially with regard to the learning objectives, appropriateness, flexibility, interactivity of use, etc. in higher learning situations, as well as analyses some 'good' and 'bad' practice that may have been followed during the course of teleconferencing so that these can serve as useful experiences for others in the system to emulate or avoid. To achieve the above objectives, descriptive survey research design was adopted using the simple random sampling techniques among the 50 educators and learners available in the case study. Questionnaire was utilized for data collection and data collected were analyzed using simple percentage. It was discovered from the findings of the study that teleconferencing can enhance collaborative learning in education and that limited access to technological equipment was the greatest challenge to educators in deploying teleconferencing as to support distance learning. Therefore, the study recommends that government should make provision for computer system and teleconference technology equipment to the various schools in order to encourage and educate teachers and learners.

Keyword: Teleconferencing, Education and Learning

the negative effect of this factor. During the last decade, the rapid development of networks and telecommunications, as well as information and communication technologies (ICTs), has helped to open up a new capabilities and new ways of interaction. In education, the use of technology can improve learning conditions, by enhancing educator, learner interaction and/or learner-learner interaction as well as collaboration in either synchronous or asynchronous learning environments. (Lionarakis and Xenos, 2003), Virtual or distance class has

received enormous attention at a research level, facilitating social and fastening socialization among distance learners for collaboration learning activities. These computer-mediated virtual learning environments combine pedagogical, communication and administration software tools integrated into one system that can be used to promote learning Usually one of the main supporting levels of this type of classrooms is e-learning that refers to learning mediated by computers, electronic device and the internet as a means of connection and data transfer (Jyoti B. 2013).

In practice, one widely adopted technology tool to strength interaction and collaboration in a distance class is teleconference. The term TELECONFERENCE is a compound word consisting of the Greek ancient adverb "Tele" (from far) and the noun "Conference". Interpreting the term from its technological perspective, we would define it as 'teal time data exchange, between humans located at different physical space which is connected via a telecommunication system".

Teleconference exploits the improvement of quality education to diversify the economic and new capabilities offered by new and emerging lCTs, which guarantee transmission of different types of information and enable immediate, vivid and often bidirectional connection between the educator and the learners. who are in different locations and most of the times at a great distance (Tzanakos, 2012).

Thus, through teleconference, animation, audio and data can be transmitted to large spaces, where screens and sophisticated audiovisual media can be found, it can be realized through several means as personal computers (PCs), personal Digital Assistants (PDA5), tablet PCs, stationary computer terminals and mobile phones. A key future of teleconference in education is the ability to support DL using Internet technology in real time creating virtual maximizes learning efficiency by increasing the interaction between instructors and learners, as the distance gap is now "bridge". Educators and learners act in parallel and at the same time. even if they are not located at the same physical space. Nevertheless, it has to be mentioned that in distance learning. This technology tool is not intended to replace face to face teaching, but to complement it (Rozi, 2007).

While conducting an educational act with the use of teleconference, educators play and essential and dominant role. In this paper, the researcher intends to elicit and highlight the positive and negative aspects of the teleconference supported educational process based on the experience of educators using teleconference systems. Technology is a body of knowledge devoted to creating tools, processing actions and extracting of materials. The term "Technology" is wide and everyone has their own way of understanding the meaning of technology. The uses of technology are to accomplish various tasks in our daily lives, in brief; the researchers described technology as a product, process or organizations. We use technology to extend our abilities, and that make people as the most important part of any technological system. Technology is also an application of science to solve a given problem. The technological aspects of teleconference are of many ways to support distance learning with conference. Furthermore, there are many criteria to categorize these solutions.

Examples of such criteria are the following: The number of the learners, the cost of equipment, the type of client, the access point Mobile device Conference room Web age Personal computer and type of the hosting of the conference room (e.g. leasing of a teleconference room in an external provider installation of a teleconferencing plat form in the premises of the educational organization etc.).

This section focuses on the specific decisions that an educational organization should undertake in order to reason about the required technological support of teleconferencing.

Statement of the Problem

Advancement in the modern scientific technology has reshaped and changes the mode of human activities. The previous ways of doing thing are gradually becoming obsolete. The world has become a global village as postulated by Martins (2001), where the uses of internet and computer facilities in this dispensation are gradually taking over. The educational sector is supposed to be in the forefront with the present technology, but surprisingly they are far behind. Many educators still travel over weekends for lectures delivery in many colleges of education.

Learners do move every now and then to catch up with their contact especially the post-graduate student.

As important/relevant Teleconferencing Technology is, only a few people (Educators and Learners) have an idea of Teleconferencing technology especially in Sir Kashim Ibrahim College of Education Maiduguri.

This challenge stirs/necessitate the researcher to carry out the study on the "Impact of Teleconferencing Technology in Nigerian Colleges of Education.

Objectives of the Study
The aims of this study are to:
   I.   Explore the teachers' perceptions of the technology especially with regard to the learning objectives, appropriateness, flexibility, interactivity of use, etc. in higher learning situations.
   II. Examine how teachers and students use this technology in relation to their teaching/learning practice.
   III. And analyze some 'Challenges faced by the educators and students during the usage of the teleconferencing technology.

Research Questions
   I.   What are the teachers' perceptions about the teleconferencing technology?
   II. Have teachers and students ever participated in any teleconferencing session for educational learning purpose?
   III. What are the challenges faced by the educators and students in the deployment of teleconferencing technology in order to support distance education and as a learning tool?

Significance of the study
Teleconferencing move information - not people. This brings about economic diversification in the educational sector.
Electronic delivery is more efficient than physically moving people to a site whether it is a faculty member or administrator.

I. Save time: content presented by one or many sources is received, Traveling is reduced, Communication is improved and meetings are more efficient

II. Low costs: costs are reduced by keeping employees in the office, speeding up product development cycles. Improving performance through frequent meeting with timely information

III. Accessible: through any organization site in the world, longer audience: more people can attend. The longer the audience, the lower the cost per person.

IV. Flexible: with a remote receive or transmit truck, a transmitted or receive site can be located anywhere.

Scope and Limitation of the Study

The essence of this study is to examine the impact of teleconferencing technology in colleges of education in Nigeria. The researcher intends to focus on Sir Kashim Ibrahim college of education Maiduguri. This is to reduce cost and avoid complexity that may arise as a result of large population.

Due to the constrain of money, time and other resources it will be difficult to carry out the research extensively as to include many institutions, this lead to the limiting of the scope.

Basic Assumption

The assumptions were made in this research work

I. Most of the educators have access to the internet connection but does not use it to foster conferencing in education.

II. Lack of expertise among the educators is the basic challenges faced by the educators in the deployment of electioneering in order to support distance learning

Literature Review

Dash, (1997), conducted a study to assess the reactions of primary school teachers trained by teleconferencing mode. These finding collaborated with others in that the teachers found the experience satisfying. Rozi, (2007) conducted studies on different aspects of the extended contact

programme (ECP) a compulsory component of the post graduate diploma of IGNOU for higher education teacher. While Rozi's study found the mode effective when used independently as well as in combination with other activities during the ECP (brainstorming, discussions, projects), Jyoti B. (2013) findings revealed a high degree of quality exchange between the learners and the resource persons, to be improved further by orienting the resource person and the learners in the use of this technology.

Types of Teleconferencing

I. Audio Teleconference: This involves voice only sometimes, called conference calling interactively, links people in remote locations via telephone lines. Audio bridges tie all lines together. Meetings can be conducted via audio conference. Pre-planning is necessary which includes naming, setting an agenda, and providing printed materials to participants ahead of time so that they can be reviewed. Distance learning can be conducted by audio conference. In fact, it is one of the most underutilized, yet cost effective methods available to education. Instructors should receive training on how to best utilize audio forms of distance learning.

II. Audio graphics teleconference: Uses narrow hand telecommunications channels to transmit visual information such as graphics, alpha-numeric adornments and video pictures to voice communication. Device includes electronic tablets/boards, Freeze-frame video, terminals integrated graphics systems, fax. remote access microfiche, slide projectors, optical graphic scanners, and voice/data terminals. Audio

graphics can be used for meetings and distance learning.

III. Computer teleconference: Uses telephones lines to connect two or more computers and modems. Anything that can be done on a computer can he sent over the lines. It can be synchronous or asynchronous. An example of an asynchronous mode is electronic mail. Using electronic mail (e-mail), memos, reports,

updates, and newsletters can be sent to anyone on the local area network (LAN) or wide network (WAN). Items generated on computers which one normally printed and then sent by facsimile can be sent by e-mail.

IV. Video Teleconference: Combines audio and video to provide voice communications and video images. Can be one —way video/two — way audio, or two-way video/two-way audio. It can display anything that can be captured by camera. Graphics are used to enhance understanding. There are three basic systems: freeze frame compressed, and full-motion video. Video conferencing is an effective way to use one teacher who teaches to a number of sites. It is very cost effective for classes which may have a small number of students enrolled at each site. In many cases, video conferencing enables the institutions or a group of institutions to provide courses which would be cancelled due to low enrollment or which could not he supported otherwise because of the cost of providing an instructor in an unusual subject area. Rural areas benefit particularly from classes provided through video conferencing when they work with a longer metropolitan institution that has full-time faculty.

Benefits of Teleconferencing in Education

In addition to the convenience online learning offers, instructors and students alike can benefit in multiple ways from classroom video conferencing:

- **Content sharing:** Rather than simply emailing files to students or posting them on a classroom portal online, video conferencing gives teachers and students the ability to share documents and files in real time.

- **Connect participants:** Social distancing, and distance learning, can lead to feelings of isolation. Video conferencing applications facilitate interaction by bringing people together. This tool can also connect participants from all over the world, making it

possible to engage local students as well as international students.

- **Recording functionality:** Another benefit of video conferencing is that it allows participants to record the lecture or lesson for future reference. While this feature isn't used much when video conferencing is used in primary grades instruction, it can be beneficial for high school and college students who are using online learning tools. This gives students another means to help with studying and exam preparation.

- **Engage others:** In addition to uniting students and teachers, video conferencing may be employed to bring in guest lecturers and other subject matter experts. Whether an expert is physically located in the same town or is halfway across the globe, video conferencing can bring everyone to the same (virtual) table.

- **Interaction and collaboration:** Perhaps the biggest benefit of video conferencing in education is the fact that it encourages interaction and collaboration between students and teachers. In turn, this could make students more motivated and engaged in their learning experience.

Applications for Video Conferencing in Education

There are several possible purposes for classroom video conferencing:

- **Lectures:** Teachers can give lectures remotely to the entire class while sharing reference documents on-screen.

- **Small group learning:** Another popular use of video conferencing in the classroom is small group discussion sessions. Video conferencing can be a great way for students working on group assignments or projects for class to connect face to face, remotely.

- **Conferences and meetings:** Video conferencing tools are also a great option for connecting students and teachers one on one for advising sessions, or as a way of holding "office hours" to answer students' questions remotely.

Table below shows the number of people from which the data were collected. Fifteen respondents are educators from the college of education while thirty-five of them were students.

S/N	VARIABLE	GENDER BALANCE		NUMBER
		Male	Female	Total
1	Educators	11	4	15
2	Learners	23	12	35
	Total	34	16	50

Instrument for Data Collection

The research instruction used in this study was the questionnaire. A questionnaire is a list of questions to be answered by the respondents to get their views about a subject.

The questionnaire was framed in two sections; section A and Section B Section seeks for personal information of the respondents who were mainly educators and learners from the sampled institution while section B requires the respondents to answer the research questions which was done by simply ticking Yes or No or ticking the appropriate option according to the respondents views.

Validity of Data Gathering Instrument

The questionnaire used for this study was thoroughly scrutinized for precision, clarity and comprehensiveness.

Method of Data Collection

The method of data collection used in this research work is the survey method that is the use of questionnaire. Data was collected using the questionnaire which the researchers administer to the respondents in a face to face situation.

Method of Data Analysis

After the questionnaire was administered, filled and retrieved from the respondents, the researcher use simple statistical method of data analysis to analyze the result obtained showing clearly the percentage and the frequency of the data collected. To arrive at the analysis

conclusion drown beneath each table to facilitate readers understanding and interpretation.

Frequency and percentage were shown in the table and the statistical formula of simple percentage was employed. Thus: $\frac{Nr}{Tq} \, x \, \frac{100}{1}$

Where   Nr = number of response

T_2 = Total number of questionnaire.

Data Presentation

Table 1

This table shows the sex of the respondent.

S/N	Sex	Variables	Percentage (%)
1	Male	34	68
2	Female	16	32
	Total	50	100

Table 2

This table indicates the age bracket of the respondent.

Age	Frequency	Percentage (%)
25-30	19	38
31-35	9	18
36-45	12	24
46-63	10	20
64-70	0	0
Total	50	100

Table 3

This table shows how frequent the respondents (learners) go online

Variables	Frequency	Percentage (%)
Very often	19	38
Often	14	28
Not often	14	28
Not often	3	6

Total	50	100

Table 4 Are you a computer literate?

Variables	No. of response	Percentage (%)
Yes	40	80
No	10	20
Total	50	100

Table 5 Do you have a computer?

Variables	No. of response	Percentage (%)
Yes	39	78
No	21	22
Total	50	100

Data Presentation and Analysis
The purpose of the study is to determine the impact of teleconferencing technology in Nigerian Colleges of Education. This part deals with the presentation and analysis of data gathered through the use of questionnaire distributed to the respondents. The study answers the questions below:

1. Are you a computer literate?
2. Have you ever participate in any teleconferencing session for educational learning purpose?
3. Which program did you embark upon using teleconferencing?
4. Do you think educators should well train in the use of Information Communication Technology (ICT) in order to use teleconferencing as an educational tool?
5. Can teleconferencing enhance collaborative learning in educational sector?
6. What are the difficulties faced by educators in the deployment of teleconferencing in order to support distance education?
7. What are the challenges faced by learners in the use of teleconferencing as a learning tool in distance learning?

Data presentation and interpretation

The method used to analyze the data collected was tabular form method using percentage and frequency in order to analyze the data collected for the research. Thus: $\frac{Nr}{Tq} x \frac{100}{1}$

Where   Nr = Number of response

Tq = Total Number of questionnaire

However, generalization was made after the data collected has been analyzed.

Table 1: This table shows the sex of the respondents.

Sex	Variable	Percentage (%)
Male	34	68
Female	16	32
Total	50	100

From the table above, 68% of the respondents are male and 32% of them are female.

Table 2. This table shows the age bracket of the respondent.

Age	Frequency	Percentage (%)
25-30	19	38
31-35	9	18
36-45	12	24
46-63	10	20
64-70	0	0
Total	50	100

The table above reveals that 38% of the respondents are young people between the age brackets 25 to 30 while 24% of them are between the age bracket 35 to 45. 15% of them fall at the interval of 31 to 35 of age while the less part of the respondents are aged people between the age bracket of 46 to 63. It is clear that most of the respondents are young people with 25 to 30.

Table 3 This table indicates whether the respondents are computer literate or not.

Variables	No. of response	Percentage (%)
Yes	40	80
No	10	20
Total	50	100

The largest parts of the respondents are computer literate as they took 80%, however 20% of the respondents are not computer literate.
Table 4 Do you have a computer?

Variables	No. of response	Percentage (%)
Yes	39	78
No	21	22
Total	50	100

From the table above, majority of the respondents have computer since 78% of them responded yes while 22% of the respondent does not have computer.

Table 5 This table shows how frequent the respondents (learners) go online

Variables	Frequency	Percentage (%)
Very often	19	38
Often	14	28
Not often	14	28
Not often	3	6
Total	50	100

38% of the respondents frequently go online. About 38% of the respondents go online very often, 28% of them often visit the internet and the same number of the occasionally go online. On the contrary, only 6% of them do not go online at all.

Table 6

Response	Frequency	Percentage (%)
I use modern	15	30
I use hot-spot/ handset	20	40
I do go to cafe	14	28
None of the above	1	2

Total	50	100

From the table above, the researcher can clearly deduce that most of the respondents do access the internet using their handset/hot-spot as they occupy 40% and 30% of them do go online using modem while 28% of them do go to the internet café to subscribe for a time slice. On the contrary, only 2% of the respondents do not use hot-spot/handset, modem or go to the café to go online which shows that these persons do not access the internet at all.

Table 7 This table shows whether the respondent is an educator or a learner.

Response	Frequency	Percentage (%)
I am an Educator	15	30
I am a learner	35	70
Total	50	100

The table above shows that 30% of the respondents are educators which represent the lesser part of them while 70% of them are learners.

Table 8 This table shows whether the respondents have an idea of what teleconferencing technology is.

Response	Frequency	Percentage (%)
Yes	38	64
No	12	36
Total	50	100

About 64% of the respondents were informed about teleconferencing technology; however only 36% of them do not have an idea of what teleconferencing technology is all about.

Table 9 This table indicates if they have ever participated in any teleconferencing session for educational learning purpose.

Response	Frequency	Percentage (%)

Yes	24	48
No	26	52
Total	50	100

The analysis shows that 48% of the respondents have participated in a teleconferencing session for educational learning, on the contrary the largest number of the respondents have never participated in any teleconferencing for educational learning. It can therefore be deduced that most of the respondents have an idea of teleconferencing but never participated in it.

Table 10 The tables below analysis which program the respondents embark upon using teleconferencing technology.

Variables	Frequency	Percentage (%)
Undergraduate	21	42
Postgraduate program	13	26
Professional course	4	8
None of the above	12	24
Total	50	100

From the table above, 42% of the respondents participated in undergraduate program using teleconferencing technology. 26% of them utilize teleconferencing technology to run their post graduate program, on the other hand, only 8% of them obtained their professional course using teleconferencing. On the other hand, 24% of them did not use teleconferencing for any of the programs mentioned above.

Table 11 This table dictates whether the educators should be well trained in the use of Information Communication Technology (ICT) in other to use teleconferencing as educational tool.

Response	Frequency	Percentage (%)
Yes	47	94
No	3	6
Total	50	100

It is very apparent from the table above that the educators should be well trained in the use ICT before they could use teleconferencing as an educational tool, on the contrary, only 6% them are on the opinion that they must not ICT inclined before they can use teleconferencing an educational tool.

Table 12 This table reveals whether teleconferencing can enhance collaborative learning in education

Response	Frequency	Percentage (%)
Yes	50	100
No	0	0
Total	50	100

The analysis in the table above reveals that 100% of the respondents agreed that teleconferencing can enhance collaborative in education.

Table 13 What are the anticipated difficulties faced by the educators in the deployment of teleconferencing in order to support distance learning.

Variable	Frequency	Percentage (%)
Lack of expertise among the educators	12	24
Limited access to technology equipment	30	60
Lack of interest in the present technology	8	16
Total	50	100

It is apparently clear that 24% of the respondents are on the opinion that the difficulties face by the educators in the deployment of teleconferencing is lack of expertise while larger part of them consented that limited access to the technology equipment is the educators greatest challenge in the deployment of teleconferencing in order to support distance learning. On the other hand, 16% of them opinionated; that it is lack of interest in the present technology.

Table 14 What are the anticipated challenges faced by the learners is the use of teleconferencing as a learning tool in distance Education.

Response	Frequency	Percentage (%)
Affordance	20	40
Internet	20	40
Time & convenience	10	20
Total	50	100

From the table above, 40% of the respondents pointed out that the challenge faced by the learners in the use of teleconferencing is affordances while 40% also noted that it was the internet access, on the other hand, time and convenience was the challenge of 20% of them.

Discussion of Findings
Here, the data collected from the survey on the topic "The Impact of Teleconferencing Technology in Nigerian Colleges of Education" will be disclosed. This research aim at discovering how educators and learners use teleconferencing technology in the relation to the teaching and learning situation and equally pinpoint her impact in Nigerian college of education. The data on table I and 2 shows that eighty-four percent (84%) of the respondents are male while the remaining 16% of them are female. However, irrespective of their gender, thirty-eight percent (38%) of them fall between the age bracket of 25 to 30 where 24% are of the range of 36 to 45 of age, 20% of them are age bracket of 46 to 63, only 18% are at the age bracket of 31 to 35 it can be deduced from table two, that most the respondents as were drawn randomly are young people between 18 to 25 of age followed by aged men of 46 to 63 of age. Table 3, 4, 5 and 6 reveals that most of the respondents are computer literates as they took 80% and 73% of them have their personal computer only 22% of the respondents' posses' initial qualification to enroll in any teleconferencing system of education. This is because on table 5, 38% of them go online very often and 28% of them often go online. The means by which they access the internet also worth noting as 40% of the respondents uses their handset or hot-spot to access the internet,

30% of them uses "Modem" while the lesser part of them do go to the café to subscribe for a time slice. It is clear from table 6 that most of the respondents (70%) do access the internet at their convenience as most of them uses Modem and hot-spot on their personal computers. It was deduced from table 7, 8 and 9 that 54% of the respondents are learners while 46% of them are educators. However, sixty-four percent (64%) of the respondents had an idea of what teleconferencing is all about, while 36% of them are not informed. On table 9, even though the respondents had an idea of teleconferencing technology, the table indicates that 52% of them have never participated in any form of teleconferencing session for educational learning purpose. 48% of them had participated in educational learning using teleconferencing technology. 42% of the respondents use teleconferencing technology to run undergraduate programs while 26% of them obtained their postgraduate using teleconferencing where 8% of them run a professional course. On the contrary, 24% of the respondents did not use teleconferencing for postgraduate, undergraduate nor professional course. This could mean that they had never participated in any form of teleconferencing.

Comparing Table 8, 9 and 10
On table 8, 36% of the respondents do not have an idea of teleconferencing technology. Table 9 shows that 52% of them opinionated that they have the idea but never participated in any teleconferencing session of educational learning purpose. 24% of them on table 10 vividly declare that they did not use teleconferencing technology to run either postgraduate, undergraduate nor professional course. This comparism shows that many of them knew of teleconferencing but do not use it for learning purposes. On table 11, 12 and 13, 94% of the respondents consented that all the educators should be well trained in the use of Information Communication Technology (ICT) in order to use teleconferencing as an educational tools, however, only 6% of the respondents are on the contrary.

All the respondents agreed that teleconferencing can enhance collaborative learning in education as 100% of them are saying the same thing. On table 13, 60% of the respondents said that limited access to technological equipment was the greatest challenge to educators in deploying teleconferencing as to support distance learning. However, lack of experts among educators was the opinion of 24% of the respondents while 16% of them on the other hand consider lack of interest in the present technology was the challenge of the educators. On table 14, 20% of the respondents opinionated that the greatest challenge faced by learners in the use of teleconferencing was affordance while the same numbers of them (20%) consider learners challenges to be internet, the lesser part of them (20%) noted that affordance and interest was never a challenge but they consider time and convenience.

Summary and Conclusion

All the respondents agreed that teleconferencing can enhance collaborative learning in education as 100% of them are saying the same thing. On table 13, 60% of the respondents said that limited access to technological equipment was the greatest challenge to educators in deploying teleconferencing as to support distance learning. However, lack of expertise among educators was the opinion of 24% of the respondents while 16% of them on the other hand consider lack of interest in the present technology was the challenge of the educators. On table 14, 20% of the respondents opinionated that the greatest challenge faced by learners in the use of teleconferencing was affordance while the same numbers of them (20%) consider learners challenges to be internet, the lesser part of them (20%) noted that affordance and interest was never a challenge but they consider time and convenience.

Recommendations

Base on the investigation the researchers made, teleconferencing as a tool will bring sustainable development in the education. The teachers should make use of the teleconferencing technology to make them

effective in their learning environment. They also make the following recommendations that:

1. Teleconference technology should be encouraged for teachers and learning in schools.
2. Computer should be used to motivate male and female teachers especially in terms of teaching and learning.
3. Government should make provision of computer system to the various schools in order to encourage and educate teachers.
4. Teachers should participate and use the new system of learning that is teleconference technology to achieve its various aims and objectives.
5. Teachers should make use of the system available to make learning effective and

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