

LIFELONG LEARNING AND SUSTAINABILITY: MOTIVATING FACTOR
FOR NIGERIAN POST GRADUATE STUDENT IN MALAYSIA

OLAJIDE OPEYEMI JOSEPH

A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education(Technical and Vocational Education)

School of Education
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

FEBRUARY 2021

DEDICATION

This project report is dedicated to God who has helped me thus far.

ACKNOWLEDGEMENT

In preparing this project report, I was in contact with many people, researchers, academicians, and practitioners. They have contributed towards my understanding and thoughts. In particular, I would like to express my sincere thanks to my supervisor Dr. Nur Husna Binti Abd. Wahid, for the guidance, critics and endless support. My sincere appreciation also extends to my parents for their endless support and prayers, all my colleagues and others who have provided assistance at various occasions.

ABSTRACT

Learning is a procedure of getting to be informed of the structure of reference within which we think, feel, and act, getting to be particular of its sufficiency with the awareness of where it comes, creating more competent structure of reference which are comprehensive, and refined knowledge. Lifelong learning is described as formal or informal learning exercises, according to individual interest and necessities, in the stage of individual life. Lifelong learning is expected to upgrade an individual developing the potential and satisfying life goal. Lifelong Learning has been oftentimes perceived as the core value which prompts the accomplishment of self-awareness and personal development, economic development, in this contemporary and complex social orders. A lot of the barriers to learning are inseparably connected to each other, especially on account of non-learners. Lifelong learning is loaded with economic, individual, social, primary, technological, and motivational barriers that influence us all in various ways. Motivation towards lifelong learning can be sorted into work/economy (higher earning potential, professionalism and work sustainability), individual (subjective premium, family harmony) and social. Motivated adults become progressively self-coordinated as they develop psychologically and cognitively. The purpose of this study is that investigates be motivating factor for lifelong learner among postgraduate students in Malaysia. In this study, the researcher employed a qualitative research technique. The researcher employed a qualitative research method which was carried out to gather relevant as well as adequate data to address the objectives of this study. Thematic analysis was chosen as a method of discourse extraction from the data because it provides a way of looking for patterns in the data and trying to connect them together into meaningful groups and themes that capture the subject being investigated. The findings of this study highlight the motivating factor for lifelong on the participants resulted in learning opportunities, interpersonal relationship, improved standard of living, self-gratification, learning environment and learning procedure.

ABSTRAK

Pembelajaran sepanjang hayat digambarkan sebagai latihan pembelajaran formal atau tidak formal, mengikut minat dan keperluan individu, dalam tahap kehidupan individu. Pembelajaran sepanjang hayat diharapkan dapat meningkatkan individu mengembangkan potensi hidup yang berpotensi dan memuaskan. Pembelajaran Sepanjang Hayat seringkali dianggap sebagai nilai inti yang mendorong pencapaian kesadaran diri dan pengembangan diri, pembangunan ekonomi, dalam susunan sosial yang kontemporer dan kompleks ini. Sebilangan besar halangan untuk belajar tidak dapat dipisahkan antara satu sama lain, terutama disebabkan oleh bukan pelajar. Motivasi ke arah pembelajaran sepanjang hayat dapat disusun ke dalam pekerjaan / ekonomi (potensi penghasilan yang lebih tinggi, profesionalisme, dan kelestarian kerja), individu (premium subjektif, keharmonian keluarga), dan sosial. memotivasikan orang dewasa menjadi koordinasi diri secara progresif ketika mereka berkembang secara psikologi dan kognitif. Tujuan kajian ini adalah untuk mengkaji faktor motivasi untuk pelajar sepanjang hayat di kalangan pelajar pascasiswazah di Malaysia. Dalam kajian ini, pengkaji menggunakan teknik penyelidikan kualitatif. Pengkaji menggunakan kaedah penyelidikan kualitatif yang dilakukan untuk mengumpulkan data yang relevan dan mencukupi untuk memenuhi objektif kajian ini. Analisis tematik dipilih sebagai kaedah pengekstrakan wacana dari data kerana ia menyediakan cara untuk mencari corak dalam data dan berusaha menghubungkannya menjadi satu kumpulan dan tema yang bermakna yang menangkap subjek yang sedang diselidiki. Dapatan kajian ini menyoroti faktor motivasi sepanjang hayat peserta yang dihasilkan. Peluang belajar, hubungan interpersonal, peningkatan taraf hidup, kepuasan diri, Persekitaran pembelajaran, dan prosedur Pembelajaran.

TABLE OF CONTENTS

	TITLE	PAGE
	DECLARATION	iii
	DEDICATION	iv
	ACKNOWLEDGEMENT	v
	ABSTRACT	vi
	ABSTRAK	vii
	TABLE OF CONTENTS	ix
	LIST OF TABLES	xii
	LIST OF FIGURES	xiii
	LIST OF ABBREVIATIONS	xiv
	LIST OF APPENDICES	xv
CHAPTER 1	INTRODUCTION	1
1.1	Problem Background	1
1.2	History of Education in Nigeria	1
1.2.1	Early Childhood Education	3
1.2.2	Primary Education	3
1.2.3	Secondary Education	4
1.2.4	Vocational and Technical Training	4
1.2.5	Higher Education	5
1.3	Challenges in Nigerian Education	7
1.3.1	Funding Constrains	8
1.3.2	The Need for Research Development	9
1.3.3	Poor Parenting and Guidance	10
1.3.4	Poverty and Quality Decline	11
1.3.5	Orientation	11
1.3.6	Exploitation	12
1.3.7	Poor Preparation and Malpractices	12

1.3.8	Organizational Influence on Educational Standard	13
1.4	Barriers of Lifelong Learning	14
1.5	Research Aim	15
1.6	Research Objectives	15
1.7	Research Questions	16
1.8	Research Limitations	16
1.9	Conceptual Framework of the Study	16
CHAPTER 2	LITERATURE REVIEW	19
2.1	Introduction	19
2.2	Literacy as a Life-Wide Learning Process	20
2.3	Elements of Lifelong learning	20
2.4	Motivation of Lifelong Learning	25
2.4.1	Demographic Change	27
2.4.2	Globalization and Economic Re-structuring	27
2.4.3	Cultural Change	28
2.4.4	ICTs and Social Networking	29
2.4.5	Government Contribution to Lifelong Learning	29
2.5	Strategies to Encourage Lifelong Learning	30
2.5.1	Creating a National Framework for Lifelong learning	30
2.5.2	Allocation of Funds for Lifelong Learning	31
2.5.3	Establish System for Accrediting Lifelong Learning Programs	31
2.5.4	Learning from Others	31
2.5.5	Leverage on Appropriate Technologies	32
2.6	Lifelong Learning and Sustainable Development	32
CHAPTER 3	RESEARCH METHODOLOGY	35
3.1	Introduction	35
3.2	Research Design	36
3.3	Population and Sampling	36
3.4	Data Collection	37

3.4.1	Interviews	37
3.5	Limitation of the Study	38
3.6	Data Analysis	39
3.7	Summary	39
CHAPTER 4	PROPOSED WORK	41
4.1	Introduction	41
4.2	Analytical Proofs	41
4.2.1	Learning Opportunity	42
4.2.2	Interpersonal Relationship	44
4.2.3	Improved Standard of Living	45
4.2.4	Self-gratification	46
4.2.5	Communication Breakdown	48
4.2.6	Learning Environment	51
4.2.7	Learning Procedure	55
4.3	Result and Discussion	56
4.4	Summary	58
CHAPTER 5	CONCLUSION AND RECOMMENDATIONS	59
5.1	Research Outcomes	59
5.2	Contributions to Knowledge	60
5.3	Future Works	60
REFERENCES		63

LIST OF TABLES

TABLE NO.	TITLE	PAGE
Table 3.1	Qualitative and Quantitative Analysis Process Features (Langos 2015)	35
Table 3.2	Research sampling information	37

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
Figure 1.1	Conceptual framework of the study	17

LIST OF ABBREVIATIONS

UN	-	United Nations
MGD	-	Millennium Development Goals
SAP	-	Structural Adjustment Program
TVET	-	Technical and Vocational Education and Training
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
NEC	-	National Education Council
UTM	-	Universiti Teknologi Malaysia
LSDA	-	Learning Science by Designing Artifacts
NLS	-	New Literacies Studies
LLL	-	Lifelong Learning
NLM	-	New Millennium Learners
NGO	-	Non-Governmental Organisation
QA	-	Quality Assurance
CBS	-	Credit Bank System

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
Appendix A	Interview Questions	67
Appendix B	Interview Answers	68
Appendix C	Instrument validation	74

CHAPTER 1

INTRODUCTION

1.1 Problem Background

UNESCO states that the human populace of the world isn't just bigger yet in addition more established than it has ever been. Also, the extent of more adults is as yet rising. These individuals have a lot to add to the development of society. In this manner, it is significant that they have the chance to learn on equivalent terms with the young, and in age-suitable ways. Their skills and capacities should be perceived, esteemed and used. UNESCO's vision of lifelong learning envelops all unique situations (formal, non-formal and casual) and ages ('from support to grave') of learning. The UNESCO Institute for Lifelong Learning and its antecedent, the UNESCO Institute for Education, have advanced arrangement and practice in this field for over four decades. The choice to deliver this volume was incited by a perception that lifelong learning – both as an idea and in its numerous down to earth indications – is turning into a staple of training approach talk far and wide.

1.2 History of Education in Nigeria

Educational development in Nigeria can be traced far back as the nineteenth century, even before the Western civilization and the British colonization. Due to the influence of respective cultural backgrounds at this period, indigenous and religious educational systems were the major types of pedagogy. Historically, education in Nigeria has evolved over three significant periods, pre-amalgamation, pre-independence and post-independence phases. Before the colonization of the regions by the British government, the then Nigeria regions had various systems of governance composed of traditional and religious leaders. Religion largely influenced the way of the people, hence the northern regions where the religious belief was predominantly

Islam adopted the Qur'an system of education (Ozigi & Ocho, 1981). In the areas of the South and the West, an integrated form of education based on a fusion of respective cultures and traditions, until the emergence of western education in 1842 through the Christian missionaries (Taiwo, 1980).

According to Hauwa (2012) the "purpose of education as given by the missionaries were to enable recipients to learn to read the bible in English and interpret in the local language, modern gardening and agriculture as well as train local schoolmasters, catechists and clergymen". Ozigi and Ocho (1981) noted that even though their major purpose of setting up schools was to spread the Christian religion, they extensively aided the development of indigenous languages into comprehensible writing. Furthermore, during the colonial rule the British Government oversaw the management of the Nigerian educational system through all the implementation of certain constitutions and governing Codes like the education curriculum codes of 1882, 1887, 1916, 1926, 1946 (Ijaduola, 1998; Ogunu, 2000). These codes and regulations established the framework for the education policies, laws and strategies of education policy and management in Nigeria today.

The integration of the colonies in 1914 established the implicit law of governance that stopped Western education from expanding to the northern part of Nigeria. The constrained legislation created a big comparison between southern and northern Nigeria throughout the country's proficiency and academic growth. The difference in educational success became very evident after the unification of both territories. The then colonial administrator, Lord Lugard sought for avenues to close up the chasm and establish an improvement in the formal education sector. This influenced the signing of the 1916 (later amended in 1919) education ordinance as an instrument of character building and utilitarian development of indigenous citizens to themselves and the community. Any of these laws and codes was followed by peculiarities and amendments to illustrate the complexities connected with that time frame. In addition to the implementation of the regional education legislation in 1954, reforms and assessments occurred until the first effort at proper education preparation was made in 1944. (Obembe, 2001).

1.2.1 Early Childhood Education

Entire communities profit from engaging in early childhood growth. Yet in early childhood growth, African countries are lagging well behind other areas. Children participating in pre-primary education services are more likely to come from wealthier families, while children will benefit the most from such programs in low-income communities in Africa. The aim of pre-primary schools should be to train kids for primary school achievement. The standard of early childhood services, however, continues to differ considerably from country to country. Studies have found that teachers are frequently untrained where early education systems occur in a region, and that schools lack the requisite infrastructure and productive resources curricula for early childhood development.

184 million children were enrolled worldwide in pre-primary school in 2012. In 2008, in sub-Saharan Africa, almost 11 million children were enrolled in pre-primary school. Globally, Sub-Saharan Africa accounts for 8 of the 10 countries with the lowest pre-primary net enrolment rates. The gross enrolment ratio goal of 80 percent or more students enrolled in pre-primary education programs was reached by only seven countries in sub-Saharan Africa. Nevertheless, enrolment in pre-primary education systems is spreading across Africa. Between 1999 and 2012, enrolment grew almost two and a half times. On average, in 2012, just 20% of Africa's young children were enrolled in pre-primary services.

1.2.2 Primary Education

The region of Africa has seen an impressive rise in the number of primary school students enrolled. Between 1990 and 2012, the number of children registered in primary schools were multiplied, going from 62 million to 149 million children. With the arrival of the U.N. in 2000, Most African countries have agreed to strive towards the development goal of achieving universal primary education, the Millennium Development Goals (MDG), a package of ambitious development goals for eliminating extreme poverty globally by 2015.

Compared to other parts of the world, Sub-Saharan Africa has seen the largest increase in enrolment in primary education. A big step in the right direction has been taken by many African nations by reducing school fees to enable more children to attend primary schools. The outcome was encouraging, but for most countries, maintaining a high standard primary education remains to be a struggle. No African nation has attained compulsory primary education, amid tremendous gains in primary school enrolment. Both children must have completed a full cycle of primary schooling in order for a country to attain compulsory primary education.

1.2.3 Secondary Education

The need to invest in and extend access to secondary education is being increasingly recognized by African governments. Remarkably, between 1999 and 2012, in contrast to all other parts of the world, sub-Saharan Africa recorded the fastest gains in enrolment in secondary education. According to global estimates, in 2012, 552 million young people were enrolled in high schools worldwide. There were some 49 million secondary students residing in Africa. Nevertheless, many students struggle to attend secondary schools close to home after finishing primary school. Secondary schools across Africa can host just 36 percent of eligible secondary students. By the way, young people living in rural neighborhoods are more likely than young people in urban areas to have restricted access to higher education. Seven out of 10 rural teens have never gone to school.

1.2.4 Vocational and Technical Training

More focus has been given to the role of technical and vocational education and training (TVET) in improving the global competitiveness of Africa and providing good jobs. For several African countries, professional and vocational education and training have not been the highest priority. In 2012, just six percent of the overall secondary enrolment in the region accounted for technical and vocational services, a small decrease from seven percent in 1999. Due to budgetary shortfalls in the

education sector in several African nations, TVET services deteriorated markedly in the 1980s and have never fully recovered. On average, only about 2 to 6 percent of the education budget is dedicated to the growth of technical and vocational skills. Business organizations in Africa repeatedly cite inadequately trained labor as a barrier to expansion. Through improving the knowledge and capabilities of personnel through professional and vocational education and training, local businesses can grow qualified labor to enhance the development of products and services and contribute to economic advancement.

According to the World Bank, the bulk of citizens in African nations work in the informal economy. Africa's job growth is primarily in the informal market, which often attracts those who are struggling to find work in the formal sector. Many graduates of secondary and tertiary qualifications are now being self-employed due to sky-high unemployment rates and beginning small and medium-sized businesses instead of preferring wage jobs.

1.2.5 Higher Education

In Africa, returns on higher education projects are 21 percent of the world's highest. There is also a significant disparity between the expertise of young African workers and the skills employers require for the global workforce of today. Today, in sub-Saharan Africa, only 6% of young people are enrolled in higher education institutions, relative to the global average of 26%. However, it is worth remembering that universities are witnessing an increase in their enrolment in several African countries. From the years 2000 and 2010, Enrolment of higher education has more than doubled, growing from 2.3 million to 5.2 million. In 2008, about 223,000 students from sub-Saharan Africa were enrolled outside their home countries in tertiary education, about 7.5 percent of the overall worldwide percentage of students studying outside their home country. Private higher education, by comparison, is one of the fastest growing fields of education in Africa. There were about 200 public universities and 468 private institutions of higher education on the African continent in 2009.

Comparatively, in the U.S. alone, there are 1700 public colleges and almost 2500 private universities (4- and 2-year universities).

Adult education today has already been measured at over 78 percent for men as well as 64 percent for women. These numbers were drawn up on the basis of approximate English literacy, excluding Arabic literacy among Northern Muslims. In 1980, the total population was 12 million in primary schools, 1.2 million in secondary and technical colleges, 240,000 in teaching colleges, and 75,000 in universities. Sub-Saharan Africa has the highest educational exclusion rates, according to a UNESCO (2018) survey. More than a quarter of kids between the ages of 6 and 11 are out of kindergarten, followed by a third of kids between the ages of 12 and 14. According to UIS (2019) data, almost 60% of youth between the ages of about 15 and 17 are not in school.

Generally, more pupils are studying in schools all over Africa than ever before in history. That's a strong cause to rejoice, but with the high demand, the pipeline of qualified instructors, teaching supplies, and infrastructure growth has not kept track. A rise in education spending has greatly outpaced increasing enrolment rates, leading to shortages in educational materials and equipment, poorly supplied libraries and overuse of school facilities. Indeed, although more students are in school classes, there is a larger learning problem at play: while attending school, more students are not acquiring basic skills. Currently, some college students are not any better off than others who have skipped classes. The standard of education in Africa is therefore in a perilous situation. Increasingly, private institutions are coming in to educate children who lack access to education or to fill the holes in the public education system of a region.

Absolutely, in the advancement of lifelong learning, higher schools have an imperative role to accomplish, and the International Education Structure has explored the result of lifelong learning for higher education in recent decades. The Agenda for the Future, introduced in 1997 by the Fifth International Conference on Adult Education, called for the foundations of structured education, from the basic to the

tertiary dimension, in order to pave the door for adult learners, both women and men, to adapt their ventures and learning conditions in order to tackle their problems.

1.3 Challenges in Nigerian Education

Nigeria has made considerable progress in the domain of education owing to the transfer of controlling powers and supervision of the education system in the country to respective states. However, considering the British influence at the foundation of development and the long-standing structure of the education system, there are still several issues inhibiting to its prime performance in providing excellent educational value for the citizens. In recent times, Nigeria's educational system has been largely associated with decline in standard, deterioration of facilities, examination malpractices, and mass promotion syndrome amongst others.

The present decline in the Nigerian education system can be traced back to the 1980s and 1990s, with the prolonged was a shortage of qualified teachers, the few qualified teachers were not paid in a timely manner (Torulagha, 2012). Consequently, with the population boom the percentage of schools did not increase and several of the established schools were insufficiently funded, leading to poor management. Inadequate investment at universities has contributed to a lack of space and personnel. Increased tuition rates also led to protests that led to semester cancellations. The crisis was also exacerbated by strike action by university workers demanding higher pay and improved working conditions. Nowadays, however, governors of most states are discussing these concerns.

Furthermore, certain administrative and management inadequacies have caused some damage to the educational system which has impacted the quality of learning passed on to students that might have passed through the system. Most learners are found to lack the requisite resilience and social competence that ought to have been taught in classrooms, leading to a decline in the values of literacy. Similarly, Nigerian education system goods are not considered employable for many jobs in the private and public sectors, contributing to significant joblessness and backwardness in

the region. The challenges surrounding the development of the education system are further discussed below:

1.3.1 Funding Constrains

The massive underfunding of the country's education system in general and the absence of basic infrastructure maintenance. In all of these schools, teaching and living conditions have degraded, classrooms, libraries and labs are little to talk about, both contributing to a reduction in academic performance. Consequently, if these educational institutions want to come out of the bush, efforts must also be concentrated on these areas, and this is only achievable through sufficient funding. With the implementation of the Structural Adjustment Program (SAP) by the federal military government in 1986, the distribution of financial capital has begun to plummet, along with a gradual decrease in the value of local currencies to date. The purchase of imported technological and science tools, books, journals and other educational requirements in the educational sector has also been continuously influenced by this. Today, Nigeria's education structure needs a full redesign and reconstruction, this change is needed to boost the country's tertiary education efficiency, the nation entered the 21st century incompletely equipped to cope with or succeed in the global economy.

It is also a well-known fact that the shortcomings that have already been found in many undergraduates and graduates are attributed to the shortcomings associated both with Nigeria's primary and secondary education systems. However, designing appropriate criteria for financing education is important to the government of the day. For example, UNESCO has proposed that 26 percent of a nation's overall budget be dedicated to education. The 1991 Longe Commission stated that the level of recurring expenditure appropriations for education in Nigeria never exceeded 10%. (Akinsanya, 2012). The scheme is costly to keep afloat, but consistency of any manner is partly a feature of the overall fund made available to the public to the system and used judiciously for the reason for which it is intended. In order to accomplish optimal objectives, funds are needed and essential to sustain both the system's human and

material capital. There is also the need for careful oversight of the fund management currently assigned to the sector.

1.3.2 The Need for Research Development

Substantial growth and sustainable development-As a matter of due obligation, government, privately owned and business organizations, non-governmental organizations and individuals should encourage and fund research projects, innovations and mass manufacturing of newly invented goods as a way to deter prospective students from indulging in any sort of academic irregularities in their effort. The government's current involvement in science at all levels and business organizations is little to write about at home. Many who have distinguished themselves in this field of human endeavor have been disappointed and strongly discouraged due to In other parts of the world, where such inventions are well known and encouraged, there is a shortage of assistance and funding resulting in brain drain. Despite the amount of knowledge and experience that some scholars seem to have accumulated or possessed, the profession as heads of some prestigious and vital units still attempts to thwart the efforts of fellow scholars and those of future ones as a means of preserving the mediocrity of society's underdevelopment of low productivity and low competition as a result of its effect. That integrity and academic achievement (they are supposed to hang on to envy) is enough to indicate) have been tossed to the wind by these sets of scholars.

According to Professor L. Erinos, there is no question that universities have a crucial role to play, and as educational institutions, they share part of the blame for the academic collapse. There are a number of obstacles facing educational institutions in Nigeria today, the first of which is to address the dwindling principles that are planned and executed by scholars, as has been previously highlighted. The basis for the social, political and ideological, scientific and technological growth of today's most important developed nations in the world is this sub-sector of analysis that is grossly neglected and played on individuals indiscriminately in Nigeria. Therefore, for posterity in Nigeria (its property, natural resources) and the actual number of its people, their level

of expertise, attitudes to work and motivation for self-improvement, conscientious effort must be placed in place for a qualitative analysis and durable educational system (NEST, 1992, 8). Therefore, given these found inadequacies, it might not be incorrect to say that there is unfavorable market in Nigeria for academic researchers.

1.3.3 Poor Parenting and Guidance

Parenting requires love, protection, encouragement, supplying a child with fundamental necessities in order for him or her to be adequately prepared, in compliance with the rules of the country, to face the difficulties of life. In frustration, many parents agreed to put additional ingenuity not only by encouraging but also by funding initiatives to carry out fraudulent practices in and around evaluation sites to clear the possibilities of their children or wards eligible for review in academic institutions, and some are also progressing on this act at the higher education level. (2007 by Odia et al.).

At the 45th meeting of the National Education Council (NEC) held in Kastina State in early 1998, the then Minister of Education claimed in an address that this submission was intended to enable investors in the education sub-sector to participate. and commented “Those who do not now know the extent of the rot in the sector to sit and parley with us in order to understand what has gone wrong with education in Nigeria” (Njomu, 2001). He also added that I think that if Nigerians who matter know precisely the crisis that education is going through, they will be shocked because Nigeria's education has reached a threshold that demands a state of emergency to be declared (Birima, 1998). In this regard, all actors in the education sector need conscious efforts to restore this witnessed abnormality to normalcy-government at all levels, heads of schools and teachers, parents and students-poor education generates neglect and indiscipline today is the bane of Nigerian society and calls for Nigeria's proper learning climate to be rehabilitated.

1.3.4 Poverty and Quality Decline

The aim of learning knowledge from education is to help fight inequality, ignorance and illnesses. The method of obtaining this well-desired expertise has continuously transformed money spinning enterprise for all of those in desperate need of preparation and awareness. It is also an extortion hub for service seekers with little to no concern about service efficiency and on-site quality facilities offered, and it has made an invitation to the highest bidder. A pattern that has shrunk from nursery to higher education institutions in any level of education. Poverty refers to a severe lack or shortage of products and services sufficient to live under a minimum standard that is conducive to human health quality of life (NEST, 1992: 16). Gaining access to quality education and being in school today is essentially an incentive to pay in monetary terms for what school managers require and not for what can be offered educationally. In turn, this broadens the reach of the persistence of poverty and the divide between the wealthy and the poor that education is intended to fill. It is not shocking why graduates from many universities are unaware of social reality and lack of imagination, because of the inadequacies connected with the method of studying and teaching, which is often stated to be partially because all of those providing this service do it with greed.

1.3.5 Orientation

The hunger and attitude of reading in view of the prevalence of exam misconduct and other associated irregularities in schools at all levels today, purchasing books and other skills learning opportunities among a number of students has declined significantly. Along with a sampling of 500 selected at random students from Fifty secondary schools in Benin City and 300 students from 3 universities, an interview with 50 governmental and non - governmental heads of secondary schools sampled in Oredo and Ughunmwode L.G.A, Edo State, five colleges, namely UNIBEN, AAU, DELSU, UNILAG and Abuja, and 30 senior academic staff, demonstrated that, the two key fields of concern now for increasing numbers of students are: pattern and impact of exam outcome (Babarinde & Adeyinka, 2011). Therefore, the school scheme

is much more glamorous for actual schooling and the development of skills by prospective pupils. It is also found that this pattern is closely linked to growing sexual promiscuity among students.

1.3.6 Exploitation

A close review of school activities has shown that, in the name of enrolment fees and guarantee of success in their test, students are forced to undergo undue abuse by school heads in both private and public schools in the name of enrolment fees and assurance of success in their examination, in coordination with ministry officials who are supposed to audit and track school activities to ensure uniform conformity. Given the fact that basic learning resources and a full collection of teachers are absent from most classrooms. In certain examples, a school with the services of a teacher of the English language will neglect those of a teacher of mathematics. This is the greater explanation that, since the system itself is not balanced, one will not be able to exercise the mass marketing syndrome in classrooms. Similarly, in tertiary schools, students are compensated in a variety of forms, either in the name of dues that are not provided for, requiring the procurement at an exorbitant cost of reading and other learning materials or on facilities on which workers are paying as given duty and official arrangement rendered by the respective university. Both of these contribute to decreases in students' academic ability.

1.3.7 Poor Preparation and Malpractices

With inadequate student preparation and lack of self-confidence for an exam, it has been possible to detect test malpractices in the education sector. Students and even their parents would not really want to be left back by some kind of shortfall or weakness of all the relevant topics, in view of the rising costs of schooling (school fees, enrolment fees, book costs and other materials), so they would go to some degree to ensure progress. Some secondary school teachers, in some cases, are interested in persuading Students should pay money (cooperation fees) to get the requisite

assistance during such exams, since they engage in such tests, given the fact that they are aware of the bad teaching of their students and the absence of infrastructure to have them adequately prepared before the evaluation, no other option is left to the teachers. An interview with 50 school heads in Benin City reveals that more than 50 percent of our high school students have opted to enroll and write their final year external examination annually in indoor schools and even in certain private schools where success at the end of the day is very guaranteed (Nwagwu, 2007).

In 1996, in the state of Edo, the military government sent home high school teachers who spent 28 years and above, as well as those who were employed in 1991. Again, in the year 2000, a similar repetition of the same occurred, this time for those having worked 28 years and beyond (Nwagwu, 2007). This is how the government has implicitly legitimized school scandals that are unabated today. The lack of educators in our secondary and primary schools today indicates that the government is yet to truly recover from this blow (Omofonmwan, 2001). The services of teachers who were not unique to its teaching services were dismissed by the Bauchi State Government between 1999 and the year 2000. A condition that resulted in extreme teacher shortages in nearly all schools in the state without a substitution provision beforehand. In some other states of the federation, the same processes have also been found. In a similar way, in 2004, Zamfara State government levied fees on students that are not only religious and indigenous prejudice, but also gender-discriminatory, such discriminatory educational policy hampers the achievement of goals in both education and national growth (Nwagwu, 2011). Since 1999, efforts to revamp and rapidly reform their education system from primary to tertiary level by state governments such as Bayelsa and Ebonyi, as well as funding of their indigenous population for international educational schemes and payment of student examination fees should be acknowledged, celebrated and embraced by others (Ajayi et al., 2010).

1.3.8 Organizational Influence on Educational Standard

It has been noted that most business organizations in the world today are fond of employing a variety of initiatives that are discriminatory and unproductive in effect.

They advocate an unfair selective judgement on applicants seeking career opportunities in their establishment by using credential grades as well as the institution attended as a criterion for interview attendance and recruitment. In certain cases, they pick candidates with first-class and second-class grade certificates, and others who joined first-generation institutions to the disadvantage of some lower-grade applicants who might be successful if equal opportunities were provided. This is their own way of promoting abuses and malpractices by potential job seekers in the process of grade procurement, thus undermining natural and permanent reliance on international expatriate services for both medium and high-tech services.

1.4 Barriers of Lifelong Learning

Pinpointing different barriers to learning will have significance for the decision of training techniques. In a gathering preparing circumstance, there is a point of confinement to moves can be made be that as it may, when attributes of students are distinguished, various training strategies can be chosen that help accomplishing the obligation. A lot of the barriers to learning are inseparably connected to each other, especially on account of non-learners. Lifelong learning is loaded with economic, individual, social, primary, technological, and motivational barriers that influence us all in various ways.

In a report authorized by LSDA and arranged by the Institute of Employment Studies, Hillage and Aston (2001), split the obstructions to Lifelong Learning into 3 gatherings, as pursues;

1. Behavioral barriers: unfavorable learning arrangements, lack of certainty or lack of inspiration;
2. Physical and material barriers; adaptation costs (direct-charges and indirect-transportation, books, machinery, childcare), lack of time, lack of knowledge, landand;

3. Structural barriers: the lack of adequate opportunities for preparation or training, the imperatives of the benefit structure.

Also, Cross K. P. (1981), recognizes three principle obstructions to lifelong learning:

1. Situational- those that emerge from one's circumstance or condition at a given point;
2. Institutional- those practices and process that avoid or dishearten grown-ups from partaking in composed learning exercises; and
3. Dispositional- those identified with the dispositions and self-recognitions around oneself as a learner.

1.5 Research Aim

The research aim is to investigate the factors motivating Lifelong learning among Nigerian Post-graduate students in Malaysia.

1.6 Research Objectives

The objectives of the research are:

1. To determine the factors motivating lifelong learning among Nigerian post-graduate student in Malaysia.
2. To identify challenges lifelong learners studying in Malaysia.
3. To identify support system for lifelong learners studying in Malaysia.

1.7 Research Questions

- (a) What are the factors motivation lifelong learning among Nigerian Post-graduate students in Malaysia?
- (b) What are the challenges for lifelong learners among Nigerian post-graduate students in Malaysia?
- (c) What are the support system on lifelong learning for Nigerian Post-graduate students in Malaysia?

1.8 Research Limitations

When performing this research study, the investigator experienced some limitations. More precisely, the limited sample size meant that we had to be mindful about making generalizations from the data. To allow a more thorough review of the sample, it is useful to perform research on a larger and more in-depth scale. When performing any type of research. Also, due to the pandemic situation, the interview was conducted through a phone recorder.

However, in collecting the participants' in-depth and comprehensive details, the use of semi-structured interviews proved very useful. While the technique of interviewing is a time-consuming procedure, it proved to be an incredibly efficient way of frankly and honestly collecting data from individuals and thus helped the researcher to obtain insightful understanding of the experiences of personal education of the participants.

1.9 Conceptual Framework of the Study

From this qualitative analysis, few themes arose, and Morse (1996) suggests that it is rational to configure or synthesize the evolving characteristics of the idea into

a conceptual framework after a concept has been routinely or logically evaluated (or model). In this exploration of lifelong learning, this method is commonly used and has been taken into account, and the resulting framework thus represents a systemic approach to the application of the definition.

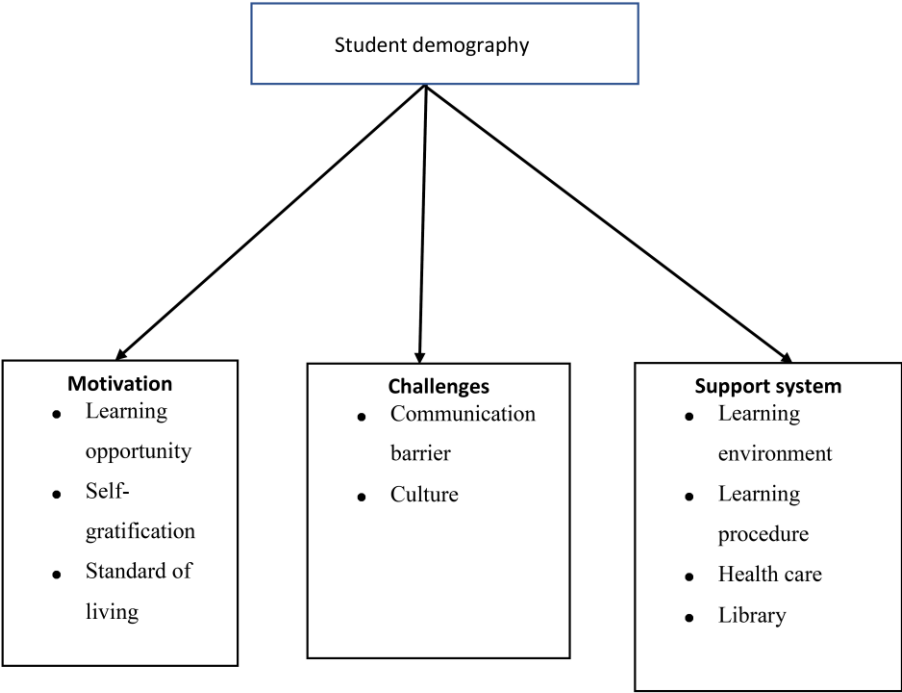


Figure 1.1 Conceptual framework of the study

REFERENCES

- Aina, A.T. and A. T. Salau. (1992). The challenge of sustainable Development in Nigeria. Nigerian Environment Study/Action Team (NEST). An NGO report prepared for the *United Nations Conference on Environment and Development*, Rio De Janeiro, Brazil, June 1-12, p. 8, 16.
- Ajayi, I.A & Ekundayo, H.Y. Contemporary issues in Educational Management. Lagos: Bolabay Press. 2010
- Akinsanya. *Dewey's Pragmatism and Nigeria's Education Policy*. Unpublished Ph.D Thesis, University of Ibadan; 2012.
- Babarinde, Kola & Adeyinka Bankole. *Society, Political Economy and Education*. Evans Professional Teacher Education Series, Evans Brothers (Nigeria Publishers) Ltd., Ibadan. 2011
- Birma, O. (1998). University Leadership in Democratization Process. *Journal of Higher Education*, Vol. 4(2), 17 –28.
- Crowe, M., Inder, M., & Porter, R. (2015). Conducting qualitative research in mental health: Thematic and content analyses. *Australian and New Zealand Journal of Psychiatry*, 49(7), 616–623. <https://doi.org/10.1177/0004867415582053>
- Cullen, J. (2011). ‘Going Lifelong Learning’: critical factors for the development of Lifelong Learning Centres.
- Fadzil, M. (2014). Encouraging lifelong learning: The Malaysian context. Seminar Kebangsaan Pembelajaran Sepanjang Hayat: PSH Tonggak Ketiga Pembangunan Modal Insan, 370–375.
- Hanemann, U. (2019). Examining the application of the lifelong learning principle to the literacy target in the fourth Sustainable Development Goal (SDG 4). *International Review of Education*, (Odd 4). <https://doi.org/10.1007/s11159-019-09771-8>
- Hauwa, I. (2012). Educational policy in nigeria from the colonial era to the post-independence period. *Italian Journal of Sociology of Education*
- Ijaduola, K.O. *Education in Nigeria: An Historical Perspective*. Ijebu-Ode, Lucky Odoni (Nig.) Enterprises. 1998.

- Kaygin, H., Yilmaz, E., & Semerci, Ç. (2017). *The Relation between Lifelong Learning Tendency and Educational Philosophies*. 5, 121–125. <https://doi.org/10.13189/ujer.2017.051318>
- Laal, M. (2013). Key Necessities for Lifelong Learning. *Procedia - Social and Behavioral Sciences*, 83(September), 937–941. <https://doi.org/10.1016/j.sbspro.2013.06.175>
- Laal, M., & Laal, A. (2012). Lifelong Learning; Elements. *Procedia - Social and Behavioral Sciences*, 47(December 2012), 1562–1566. <https://doi.org/10.1016/j.sbspro.2012.06.862>
- Langos, S. Athens as an international tourism destination : An empirical investigation to the city ' s imagery and the role of local DMOs. Masters Thesis. Athens University of Economics and Business; 2019.
- Learning, S. E. (2016). Investigation of The Relationships Between Lifelong Learning And Social Emotional Learning. *International Journal of Educational Research Review*, 1(1), 14–20.
- Mayes, R. LIFE-LONG LEARNING AND SOCIAL RESPONSIBILITY OBLIGATIONS. *International Association for Development of the Information Society* (Celda), 381–384. 2013.
- Mosweunyane, D., & France, K. M.-. (2018). Lifelong Learning for Sustainable Development in the Developing World. *International Journal of Academic Research in Progressive Education and Development*, 6(4), 1–12. <https://doi.org/10.6007/ijarped/v6- i4/3251>
- Njomu, P. O. (2001). Leadership, Ethical Values, and Consolidation of Educational Goals in a Nigerian University. *Proceedings of the 12th General Assembly of the Social Science Academy of Nigeria*, July 3 –7, 53 –67.
- Nwagwu, I.O. (2007). Higher Education for Self-Reliance: An Imperative for the Nigeria economy. In J.B. Babalola, G.O. Akpa, A.O. Ayeni, & S.O. Adedeji (Eds.), *Access, Equity and Equality in Higher Education* (pp.1-8). Nigeria: Nigerian Association for Educational Administration and Planning.
- Obembe, J. J. (2001). University Education: Problems and Prospects. *Journal of Economic Management*. Vol. 2(2), October, 109 –126.
- Odia, O. Z. & Omofonmwa, S. I. (2007). Education system in Nigeria problems and prospects. *Journal of Social Science*, 14, (1), 81-86.
- Ogunu, M. Introduction to Educational Management. Benin City, Mabogun. 2000

- Ozigi, A. & Ocho, L. *Education in Northern Nigeria*. London: George Allen and Unwin Publishers Ltd. 1981.
- Plavšić, M., & Diković, M. (2007). STUDENTS' PLANS FOR LIFELONG LEARNING AND TEACHING. 339–344.
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting and Management*, 8(3), 238–264. <https://doi.org/10.1108/11766091111162070>
- Singh, M. (2015). Global perspectives on recognizing non-formal and informal learning: Why recognition matters. *International Review of Education* (Vol. 21). <https://doi.org/10.1007/s11159-016-9534-0>
- Tobergte, D. R., & Curtis, S. (2013). The Perception of Adult Learners Concerning Their Satisfaction of Their Educational Experiences in a Midwestern Community College. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>