

Professionalism of Educators in the Era of Society 5.0: Lessons From Society 4.0

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Abstract: The ineffective learning in higher institution in the previous revolutions has been attributed to non-professionalism of educators mostly in exploring modern technologies. It then becomes imperative that professionalism of educators in the society 5.0 is a must, so that education sector will not remain a dumping ground for the product of society 5.0 technologies. This study therefore, examined the professionalism of educators in society 5.0. The descriptive research design of survey type was used for the study. A sample of 450 professional educators were drawn from 2930 educators from three universities in South West Nigeria using a multistage sampling procedure. The researchers developed and used a questionnaire titled “Professionalism of educators in society 5.0” Questionnaire” (PES5.0Q) with a correlation coefficient of 0.74. The study employed Chi-square and Pearson moment of correlation in the data analysis; while the null hypotheses formulated for the study were tested at 0.05 level of significance. The findings revealed that the professional educators do not have enough access to modern technologies that can produce society 5.0 graduates. Also, the result further revealed that, enhancing the professional educators in professional development programmes will help to a certain extent in actualising society 5.0 goals. It was therefore recommended among others, that professional educators in Nigeria should have an uninterrupted access to modern technologies to enhance teaching and learning processes.

Keywords: Society 5.0, professionalism, educators, teaching and learning, and technologies.

1. INTRODUCTION

Change has only been the only thing that is constant in life. The scientific nature of human beings always tries to find solution to every pre and existing problems. The world is now in the digital age and it has transformed from the hunting society (society 1.0) to knowledge and information society (society 5.0). Globally, frantic economic efforts are being made in ensuring that the individuals catch up with their operations in meeting up the challenges posed by emerging global trends so that they will be effective and relevant in the global market. The school as an educational institution has a lot to contribute to growth and development of the society. This is why attention is always given to educational stakeholders on how best to assist the education sector to achieve its developmental goals and objectives. However, at the heart of the university is the educator who is an independent stakeholder in the entire activities that take place in the university. The educators maintain a significant relationship with educational stakeholders such as students, parents, government and fellow non-academics. What the educator does or fails to do therefore affect the quality of educational services provided in any society. The evolution of Information and Communication Technology (ICT) in the society 4.0 as revolutionize the way and manner in which

universities stakeholders carry out their academic pursuits of teaching, research and publications (Okebiorun, 2020).

The emergence and integration of Information and Communication Technology in (ICT) in the society 4.0 has led to increase in the use of technologies in teaching and learning process and this has brought rapid changes in the education industry globally. Time keeps moving and bring new era with its own challenges. If knowledge is power as it is usually said, then there is need for educational reform and general overhauling of the sector.

One of the lesson learnt in society 4.0 is the problem of empowering and enhancing educators with required skills to functionally operate, which seems unattainable due to unprofessionalism of Nigeria educators. It was on this ground that Asua & Munnaza (2015) mandated educators to utilise technological innovation benefits for good instructional delivery and promotion of learning through e-learning. They observed the standard and quality of educators outputs are partly dependent on the extent of the availability and usability in teaching and learning materials which technology has provided. As beautiful as these technologies are, the question waiting for the urgent solution is “why is the world confronted with so many problems, even though there are big Data and better technologies?”

The answer to this lies in the way and the manner education industry is being handled and managed by stakeholders. Mostly in developing countries, in Nigeria for instance, we cannot deny the fact that the quality of education in relations to technologies are struggling to meet up with the rest of the world. Iroegbu & Ogbodo (2019) argued over the years that the standard of education in Nigeria cannot be equated with the Western world despite the relative advancement in technologies to facilitate means of learning. This development has posed a question as to whether or not Nigerian education system has embraced the modern information and communication technology in teaching and learning activities and whether the educators are competent in their work or not.

Oloidi (2019) pointed out that the results derived from education in Nigeria, be it formal or informal seems to yield less positive results in the lives of students due to incompetency of teachers. The current system of education in Nigeria was intended for academic and technological education but both human and material resources needed were not adequately provided making it lack reality in the society 4.0 classroom. In the era of society 4.0 people easily got information. There is rapid growth in the field of innovation. One of the major challenges facing the educators in the society 4.0 was their attitude and fear to change, they were reluctant to change to the modern techniques of teaching and learning process. Forgetting we are today in the new world. A century where information technology is dictating the pace of development.

The emergence of industry 4.0 causes changes to people in different countries of the world including Nigeria. The development of technology adversely affected teaching and learning process in the developing country. Okebiorun (2020) contended that every revolution poses its own challenges of fear of unknown, concerns, expectation, anxiety, worries, uncertainties and doubts. The basic truth of life is that as long as individuals are alive on this planet earth, new values, new practices, new skills and attitude are born to happen because the world is ever dynamic and new technologies and Innovation are discovered and introduced day-by-day.

There is no doubt educators were at receiving end of the society's condemnation in the society 4.0. The failure of educators was attributed to factors such as lack of professionalism, lack of qualified and competent educators in the 21st century skills and the wrong mind-set in the use of ICTs just to mention but a few. Similarly, the employers of labour complained bitterly on the types of graduates produce in Nigerian universities. They lamented the unpreparedness of Nigerian graduates and educators in meeting the needs of the Labour market. There is no doubt, in the society 4.0 Nigerian educators lack such skills as critical thinking and problem-solving skills, professionalism and work ethic, teamwork among others. The resultant effects is seen in universities unexpected outcome in their productivity (Okebiorun 2020 & Adebisi 2014).

The big question however are, are the university's educators prepared and have professional standards to produce desired and expected graduates in the society 5.0? The answer to this seems blurred because there is no synergy

between Nigeria educators and the Autonomous machine that will make society 5.0 a smart and imagination society.

The teaching profession in Nigeria has generated controversies, whether the educators are professional or not. Critics of the teaching profession have said, the educators lacks the main characteristics of a professional. Professionalism of educators has therefore become a distinctive concern in the educational discussion. On this note, Kim (2015) argued that professionalism of educators could be drawn by four competencies; pedagogical competencies, personal competencies, social competencies and professional competencies. In the same vein Ankomah (2005) asserted an occupation that has attained professional status possesses the following characteristics;

- A higher level of education and training based on a unique and specialised body of knowledge
- A strong idea of public service with and enforce professional code of conduct and high level of respect from the public registration and regulation by the profession itself
- Trusted to heart in the client's best interest within a framework of accountability enter
- Is supportive working environment; and enter Similar level of compensation as other professions.

Premised on the above position, teaching in Nigeria context is a profession and if that is the case, there should be professional educators in Nigeria.

The concept of professionalism of educators according to Meena (2010) includes educator's confidence in the ability to control their work, ensuring learning of individual students, cooperation and collaboration, influencing others in improving practice in schools and teachers' autonomy. Similarly, Iroegbu & Ogbodo (2019) identified professional ethics, professional behaviour and professional accountability as the three main components of professionalism in educators.

The current Revolution requires professionalism of educators. Educators in the society 5.0 must be prepared to access and utilise ICTs in the teaching content of their lesson as well as be prepared with the proper materials and resources.

Odunnusi (2000) pointed out that no matter how grandiose a school system and its curricular may be, the implementation of its programmes will be fruitless unless they are handled by competent and professional educators. The ineffective learning in higher institution has been attributed to non-professionalism of educators in Nigeria. Improving education quality is not just about having quality educators but having professional educators who can cope with the society 5.0 technologies. Professional educators now are committed to helping every learner develop as a whole person, fulfil his or her potentials and help shape a shared future. Smart society is built on well-being of individual communities and the world. No doubt, there is need to think critically on how society 5.0 will look like without professionalism of educators.

Concept of Society 5.0

Society 5.0 is the vision of Japan to anticipate the development of industry 4.0 revolution. Abe (2016) said that the society 5.0 is a super smart society where technologies such as Big Data, the internet of things (IOT), artificial

intelligence (AI), and robots are integrated into every industry and in all social segments. Supendi & Nurjanah (2020) explained that 5.0 or super smart society is positioned as the fifth after the hunter, agrarian, industrial, information society. According to them, society 5.0 represent communities connected with digital technology that are present in detail with the various needs of the community by providing the goods and services needed for people who need them, when needed, thus enabling the community to live actively and comfortably through high-quality services regardless of age, gender, common religion, language and so on.

Anjani (2019) rightly observed that to realise the society 5.0 or known as “super-smart society” the society must be accustomed to think critically, think creatively and to be able to solve problems faced by each individual. The professionalism of educators in society 5.0 is important so that education sector will not remain a dumping ground for product of society 5.0 technologies. Professional educators in the 21st century therefore needs to join the rest of the world in the use of ICTs if the country must move forward and survive in society 5.0.

Problem of the Study

No doubt about the fact that both educators and learners who were not been equipped with technological know-how needed for the rapid changes in the global world cannot survive in the society 5.0. Society 5.0 has led to increase in the use of technologies in teaching and learning process and this has brought inevitable changes in the education industry globally. In other words, the current system of education in Nigeria need access to not just technologies and ICT facilities but also technology inclined professional educators who will engage these facilities (the technologies) in teaching and learning processes to produce the society 5.0 graduates.

Purpose of the Study

The main purpose of this study is to examine the Professionalism of educators in the era of society 5.0. Specifically, the study sought to;

1. Find out if professional educators in southwest Universities in Nigeria have access to 21st century technology needed to produce the society 5.0 graduates
2. Find out if professional educators in Southwest University in Nigeria have proficiency skills in utilizing the modern technologies needed in the era of society 5.0
3. Examine the impact of professional development programmes in enhancing educators’ effectiveness in achieving society 5.0 goals.

Research Hypotheses

The following hypotheses were raised to guide the study

Ho1: Accessibility of professional educators to 21st century technology will not significantly influence the production of society 5.0 graduates in Nigeria

Ho2: There is no significant relationship between professional educators and their proficiency skills needed in the era of society 5.0

Ho3: Enhancing educators’ with professional development programmes will not significantly lead to actualisation of society 5.0 goals.

4. METHOD

The research design for this study was the descriptive survey. The population of this study consists 2930 of academic staff in universities in South West, Nigeria according to the 2017 latest NUC statistics. The study was carried out in three universities randomly selected in South West Nigeria. The universities selected are; University of Lagos, Ondo state university and Obafemi Awolowo University. A multistage sampling procedure was employed in selecting the respondents. From each university 150 lecturers were purposively selected making a total of 450 respondents. A self-developed questionnaire titled “professionalism and educators 5.0 society questionnaire “(PES5.0Q) was developed by the researchers and this was the only instrument used to elicit useful and relevant information for the study. The research instrument utilised a 4- point modified Likert rating scale classified as Strongly agreed, Agreed, Disagreed and Strongly Disagreed with the values of 4,3,2 and 1 respectively. The face and content validity experts determined the appropriateness of the instrument in measuring what it is purported to measure and ensured that the instrument contained the appropriate items that can elicit the intended responses. The reliability of the instrument was done in Lagos state University which did not form part of the sample through split- half method. The reliability coefficient of 0.74 was obtained. Chi- Square and Pearson moment of correlation were used to test the hypotheses at 0.05 level of significance.

Data Analysis

Research Hypotheses

Ho1: Accessibility of professional educators will not significantly influence the production of society 5.0 graduate in Nigeria.

Table 1: Accessibility of Professional Educators Influence on the Production of Society 5.0 Graduate in Nigeria

Variables	Observed		Expected		X ² – cal	X ² – tab	Decision
	Agree	Disagree	Agree	Disagree			
Accessibility of Professional Educators and Production of Society 5.0 Graduate	70	380	225	225	4.246	6.89	Ho1 Accepted

df= 1, P<0.05 level of significance.

Table 1 shows that the X^2 – calculated is 4.246 and the X^2 – tabulated is 6.89 at $df = 1$ and $P < 0.05$ level of significance. The X^2 – calculated is less than the X^2 – tabulated. This implies that the accessibility of professional educators did not significantly influence the production of

society 5.0 graduate in Nigeria. Thus, accept the null hypothesis H_01 .

H_02 : There is no significant relationship between professional educators and their proficiency skills in teaching in the era of society 5.0.

Table 2: Correlation Statistics on proficiency skills and Society 5.0 Graduates

		Proficiency Skills	Society 5.0 Graduates
Proficiency Skills	Pearson Correlation	1	-.432**
	Sig. (2-tailed)		.000
	N	450	450
Society 5.0 Graduates	Pearson Correlation	-.432**	1
	Sig. (2-tailed)	.000	
	N	450	450

Table 2 show that the Pearson correlation value between the professional educators and their proficiency skills needed in the era of society 5.0 is 0.-432. This implies that there is a negative relationship between the professional Educators and the proficiency skills needed in the era of society 5.0. Hence, there is no significant relationship between

professional educators and their proficiency skills in Nigeria. Thus, accept H_02 .

H_03 : Enhancing educators’ with professional development programmes will not significantly lead to actualisation of society 5.0 goals

Table 3: Chi-Square Statistics on Professional Development Programmes Enhancing the Actualisation of Society 5.0 Goals

Variables	Observed		Expected		X^2 – cal	X^2 – tab	Decision
	Agree	Disagree	Agree	Disagree			
Professional Development Programmes and Actualisation of Society 5.0 Goals	401	49	225	225	15.134	6.89	H_01 Rejected

$df = 1$, $P < 0.05$ level of significance.

Table 3 shows that the X^2 – calculated is 15.134 and the X^2 – tabulated is 6.89 at $df = 1$ and $P < 0.05$ level of significance. The X^2 – calculated is greater than the X^2 – tabulated. This implies that enhancing educators’ with professional development programmes will significantly lead to actualization of society 5.0 goals. Thus, reject the null hypothesis H_03 .

5. DISCUSSION

The findings of this study showed the professional educators in South west Nigeria universities do not have enough access to 21st century technologies such as Internet, computers and other modern technologies software employed in teaching and learning processes to produce the society 5.0 graduates. The result is in line with Toprakci (2006) who found that low numbers of computers, oldness or slowness of ICT systems, and scarcity of educational software in schools hindered teaching and successful implementation of ICT in Turkish schools. In the same vein the finding of the hypothesis two revealed a significant relationship between proficiency skills of professional educators and society 5.0 graduates. This

result implies that inadequate proficiency of needed skills by the educators will hindered the society 5.0 graduates. The result was in line with Gilakjani (2013) findings that educator’s proficiency in computers self- efficacy or teachers’ judgement related to their own proficiency in computers play an important role in their using ICT in classrooms. Similarly, the finding of hypothesis 3 shows professional development programmes will enhance educators in actualising society 5.0 goals. This result is in support of Okebiorun (2020) that development programmes will enhance employee’s productivity and actualization of organisation goals and objectives. The hope of society 5.0 is dashed if educators do not possess the required skills, proficiency, accessibility to technologies and training to succeed in society 5.0. Empowerment is one of the efforts to strengthen the ability and skill, which refers to the condition or results attained by a social change, through the enhancement of physical, mental, social, and economic ability to fulfill the basic needs (Rahma, 2021). The aim of society 5.0 is to solve currently impossible problems by making everyday life more comfortable and sustainable. Thus students will be facilitated and be able to study comfortably. One way

of delivering learning materials is by utilizing digital technology, such as augmented reality. Augmented reality will help students access various learning materials because it contains two or more content in the form of text, images, sound, animation, video, and others (RA Rahma, 2021).

6. CONCLUSION

Based on the findings, it could be concluded that improving education quality is not just about having quality educators but having professional educators who can cope with society 5.0 technologies. The following recommendations were therefore made:

1. There is need to revisit and properly implement teachers development programmes as entrenched in Nigeria national policy of education (2004). This will not only improve the teachers performance but will make them to be current and competitive in society 5.0
2. Professional educators in Nigeria universities should have uninterrupted access to modern technologies. This will facilitate and enhance their teaching and learning processes
3. Government should hire more professional educators needed in the society 5.0 classrooms

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