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The Impact of Information and Communication Technology (ICT) on Teaching and Learning of Igbo Drama in Nigeria Tertiary Education

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Abstract

This paper evaluates the impact of information and communication technology(ICT)on the lgbo drama teaching and learning in Nigeria tertiary education. Teaching and learning of lgbo drama in Nigeria mostly depends on traditional approaches. However, it cannot be ruled out that the use of traditional method of teaching was face to face mode. This mode of teaching and learning has been variously viewed as not being able to meet the digital age. ICT has transformed the traditional approaches on the Igbo drama teaching and learning, by providing the students access to ICT application such as Digital library, E-learning, website etc. One of the importance of ICT on the lgbo drama teaching and learning is that with ICT, Students can discuss and share information with others, including experts in the field, either directly (one to one) or through online social communities such as Facebook, Myspace, Google and Twitter. This enables the students to stay motivated and acquire skills which they will need in their future lives. This is a survey research. The theory adopted was Piaget Theory of Learning. The study revealed some challenges of using ICT on the

lgbo drama teaching and learning such as inadequate power supply, lack of knowledge of ICT from both the teachers and the students. The study recommended that adequate power supply should be made available to Nigeria higher institutions, ICT should be compulsorily included in lgbo drama curriculum, admission requirement and teachers' employment should be based in the knowledge of ICT by the applications.

Keywords: ICT, Drama, Education, Communities, Teaching Learning

Introduction

Society is dynamic; innovations evolve on regular basis and old ways of doing things including teaching change. Today, the use of Information and Communication Technology in teaching and learning is fast becoming a trend. Information and Communication Technology with the acronym ICT, refers to Technologies that provide access to information through telecommunication. According to Akande (2010) in Abarashi, Aliyu and Usman (2019:102), "interaction is made possible among individuals in the society and in teaching and learning situation through communication". The success of teaching and learning process depends on effective communication. Education is regarded as the bedrock of national development. The trend of teaching Igbo drama is fast changing with the emergence of ICT in most of the societies in the world nowadays. According to Jethro, Grace and Thomas (2012: 2) in Sirajo, Mohamad & Sanusi (2019:97) Information and Communication Technology (ICT) refers "to the use of internet systems to expand knowledge and efficiency". Information and Communication Technology (ICT) gave the learners capability to set the standard and collaborate with others globally. The virtual world has seen a rapid rise in the use of ICT in all areas of life, especially in education. Literature is a discipline in education. Whenever literature is mentioned, what comes to the people's mind is drama, because drama reflect the realities of life.

Of the many kinds of literature, drama is mostly involved in the life of its community. Drama shares with other literary modes as lyric poetry, the novel, the epic, and romance. It is the ability to represent and challenge social, political, philosophical and aesthetic attitudes. Unlike most literature, drama has generally been composed for performance. Lee (1989:1) in Eke and Obika (2011:59) says that "drama is the art of make-believe. It captivates children and adults from all societies and all walks of life". Drama represents actions for the pleasure of others. The primary ingredients of drama are characters, stage and action. For Aristotle, a Greek philosopher, and one of the greatest philosophers that ever lived, says that drama is an imitation of human action. He describes drama as "mimesis". Gwynn (2002:73) says that in 535 BC, Thespis, a Greek poet often credited with being the first actor in Greek drama, won the annual competition. Thespis separated one member of the chorus called a hypocrites or actor and had him engage in dialogue, spoken lines representing conversation with the remaining members. If we define drama primarily as a story related through live action and recited dialogue, then Thespis may rightly be called the father of drama, and his name endures in "Thespian" a synonym for actor.

Drama could be classified into two broad groups, namely; traditional (unwritten) and modern or (written) drama. Ogunbiyi (1981:2) in Okoye (2012:127) says that traditional drama is the doing of a people before written records were kept. That is why masquerade displays, festivals, ritual performances and ceremonies pertaining to the secret societies were regarded as African traditional drama. Awooner (1975:69) says that "the actors, plot, dance and music form the elements of presentation in traditional drama.

To understand drama, we need to understand theater. Theater is the active interplay between drama and its community. Modern drama is the drama that is written. According to Worthen (2004:1), "in

the theater, a dramatic text is fashioned into an event, that can exist in space and time". The space of the stage, with whatever setting is devised, becomes the place of the drama. The characters are embodied by specific individuals. Actors interpret a role; for the duration of the play.

Igbo People and their Drama

It is pertinent to know about the people whose drama will be studied in this research. Igbo societies are located in the south eastern and south western parts of Nigeria. In the southeast, Igbo societies are located in Enugu, Anambra, Imo, Abia, Ebonyi states and parts of Rivers and Cross River states. In the southwestern Nigeria, the Igbo societies are found in Asaba to Agbor in Delta state.

The Igbo occupy the villages and communities of the places mentioned. According to Okoye (2009:1) "Igbos community are made up of number of villages sharing the same cultural identity. A village is made up of homesteads that have a common blood tie. As a result of this, each member of the community or village sees the rest of the people as brothers and sisters". The natural features that form the boundaries in the communities, villages and towns provide important themes for the teaching and learning of Igbo drama. Igbo drama, like other drama in the world, have traditional and modern aspects. Traditional drama is the drama that is transmitted through the word of mouth from generation to generation. According to Nwokoye (2014:310) traditional drama includes''mmonwu, ritual drama of worship, history, dance drama and certain kinds of wrestling etc''. These are presented in the theatre in the round or *ubom* theatre where actors are surrounded by spectators. In his "Mmanwu as a Pivotal Aspect of the African Drama: An Appraisal of the Performance of Njokoya", Nnyagu writes that masquerading is an important aspect of the Igbo culture and it is used for the entertainment pleasure of the audience." Modern Igbo drama is the drama which is written. These include

written plays, film production, script writing etc. Okoh (2008:144) believes that modern drama may last from 20 minutes to two or three hours. While Igbo traditional displays can last for a day or weeks''. Igbo drama education helps in the re-examination and handing-over to the younger generation, the culture and tradition of the people. Recently, there are many Igbo drama books written by Igbo playwrights. The playwrights are Onyekaonwu, Nwadike, Nwokoye, Ofomata, Anaedo etc. These Igbo playwrights writes to ensure that there is no stagnation and vacuum in the realm of Igbo studies.

Concept of Education

The term "education" comes from the Latin word "educare," which means "to bring up, to train or to raise. Education has been of great concern to government of the three levels – local, state and federal governments. The concept, education is defined as the process of teaching and training, and learning, especially in a formal setting such as a school or university. By this definition, it becomes obvious that education can as well be acquired in other places other than schools and universities. For education to be of high standard, it demands the inclusions and observance of all essential properties that would facilitate the achievement of educational goals. Unless all predetermined goals of education are achieved, through the process of education it cannot be referred as quality education. Some educationists have tried to explain what quality education really is. Agulanna (2004) in Umeasiegbu and Umeasiegbu (2014:753&754) says that quality education ensures that not only the acquisition of knowledge acquired but applied to real life situation. Quality education should among others; equip learners with knowledge, values, competencies and desirable behaviours relevant to the contemporary world, helps learners to acquire critical skills for peaceful negotiation, problem-solving and understanding of human rights and universal values.

Igbo Drama in Education

Igbo Drama is largely mimetic. It is pretence and the playing of a role. In Aristotle's thinking, drama is not life, but the reflection or imitation of life. To Hindu it is representation of a sense or a feeling. In either case, drama demands like any other art the control or suppression of self. A person in creating a role, must not be himself but he uses himself. For education to be successful in the emotional and relationship field, it can only be based on drama, the doing of life. The study of Igbo drama as an academic discipline implies the closest critical analysis of texts, which is a thoroughly intellectual and scholarly understanding. Hodgson & Banham (1975:111-117) states the importance of Igbo drama in education as;" drama helps the students when working with groups which are created from their own experience, this is an important way of discovery for the teacher. Drama provides students with necessary ground on which to build early creative work. It helps the students to learn through enquiry and what he was able to perceive. Drama in Education helps students to understand that we judge ourselves by our intentions, but we judge others by their behaviour.

Piaget's Theory of Learning Through Classroom Plays

Piaget's learning theory through classroom play is based on different stages of learning children go through in order to learn. In each stage, the learning process is different and a little more complex. Babers (2002: 45) in Akas (2012:95) states that: in classroom, children should play, experiment and reason in order to learn. Experience in classroom play enables children to create schemes, which are mental models and then the schemes may be altered assimilation, accommodation and equilibrum.

Based on the Piaget ideology in classroom play, physically acting the experiment out, instead of just reading it in a book, children will understand and process the information so that they retain them and learn from it. Piaget's theory buttresses the importance of

classroom play as an instrument for child development. Classroom play offers children vast opportunities to learn themselves, moral, and the environment in which they live.

ICT Applications that Are Helpful on the Igbo Drama Teaching and Learning in Nigeria Tertiary Education

ICT increases the flexibility of delivery in education so that learners can access knowledge anytime and anywhere. It influences the way students are taught and learn. As now, the processes are learner driven and not teachers. This will prepare the learners for lifelong learning as well as to improve the quality of learning. In concert with geographical flexibility, ICT facilitated educational programs remove temporal constraints that face learners with special needs. Moore & Kearsley (1996) in Attahiru (2019:81) says "students are starting to appreciate the capability to undertake education anywhere, anytime and anyplace. One of the most vital contributions of ICT in the field of Igbo drama education is - easy access to learning. With the help of ICT, Igbo drama students can browse through e-books, sample examination papers, previous year papers etc". They can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world.

Sirajo, Mohamad & Sanusi (2019:96-97) say that the areas of Information and Communication Technology (ICT) applications in institutions that help on the Igbo drama teaching and learning are; digital library. Libraries are the fountain of knowledge in educational institutions that provide the staff, students and even general public access to books, journals, newspapers, magazines, research tools and other learning materials". Traditionally, libraries were mainly hard copies before the advent of electronic books. The emergence of Information and Communication Technology (ICT) has transformed the libraries around the world by integrating digital technology, that gave the users an efficient means and virtual accessibility. Teachers and Students of Igbo Department

can access materials in the library both online and offline to enhance teaching and learning of Igbo drama. Another ICT application that is helpful in Igbo drama teaching and learning is E-learning - **t**his is the process of teaching and learning using various electronic materials in the form of software, internet usage, books, videos, audios, images to make a successful acquirement and dissemination of knowledge possible. Gorring, Hawthorn &Mitchell (2013:101) say that e-learning has become an essential tool in the research and study process at all levels. The usage of different Information and Communication Technologies (ICT) made it a reality for educators and Igbo students to imbibe the process of learning in automated and simulated ways, utilizing either computers or telecommunication devices such as the mobile/smartphones, laptops, satellites, projectors, electronic pens and other numerous gadgets.

Digital television is another ICT application that is helpful in teaching and learning of Igbo drama. Lectures and dramatic performances done by the students during the school hours can be stored in the flash drive and insert into the television at their own convenient time. According to Wurtel and Acker (1989: 508) the importance of television in teaching Igbo drama is that "with the use of television, the students can tell stories using both words and images. Digital television can work for you by putting options under your control. These are not available to those raised in analog era''. Opportunities of digital television change the way we think about telling stories. It is easy and quick to create new effects to do rapid tape edits and lay multiple sound samples. It also synthesized sounds together in unlimited variety. Website is one of the ICT applications in teaching and learning of Igbo drama. The website is massively important in the teaching and learning of Igbo drama. Fleming (2010:107) says that the on-line news is fast growing. People are turning to the internet for news because they can get it when they want it, particularly if they are in their offices" Igbo plays performed by the students can be posted on

website. In this way, Igbo customs and tradition will be promoted. People all over the world will learn Igbo culture, which they express better through drama.

The Importance of Information and Communication Technology (ICT) on the Igbo Drama Teaching and Learning in Nigeria Tertiary Education

The importance of the Information and Communication Technology (ICT) on the teaching and learning of Igbo drama cannot be over emphasized. The significant contributions Information and Communication Technology (ICT) tools made on Igbo drama teaching and learning are numerous and evolving. Nwabueze (2013:26) notes that ICT makes multiple sources and web pages available to lgbo drama teachers and students, it eases and increases the speed of lgbo drama teachers and students in retrieving research materials from all parts of the world. This means that with ICT, lgbo drama teachers and students can make personal access to information from home or library.

According to Gorring, Hawthorn &Mitchell (2013:102) with ICT, lgbo drama teachers and students with e-mail and instants messaging services can discuss and share information with others, including experts in the field, either directly (one to one) or through listeners or online social communities such as Facebook, Myspace and Twitter. ICT applications like internet and E-mail can supply lgbo drama teachers and students' current information about drama of lgbo people. E-mail discussion groups in theory can give more up –to-date information in the field of lgbo drama.

Challenges of Using Information and Communication Technology (ICT) on the Igbo Drama Teaching and Learning in Nigeria Tertiary Education.

Level of accessing computer among the Igbo drama students in primary and secondary school is deficient especially in public schools. Most of the graduate students from secondary school and

their teachers cannot operate computer. This is as a result of imperfect understanding of Information and Communication Technology (ICT) in tertiary institutions, especially during Igbo drama teaching and learning ..Ajayi and Yusuf (2005:317) in Sirajo, Ibrahim and Sanusi (2019:98) says that the most challenges influencing the effective use of Information and Communication Technology (ICT) on the Igbo drama teaching and learning in tertiary institution in Nigeria include "lack of computer skills among the teachers and students, inadequate electricity supply, improper maintenance of ICT facilities, lack of adequate knowledge of computer among the school management and decision-makers" The re-orientation and re-directing our value system towards the latest development around the world has put many teachers in a state of disarray. Whole world embrace e-teaching technology, and many teachers lack the basic skills to access computer.

Recommendation

Adequate power supply should be made available to Nigeria higher institutions. ICT facilities should be provided by the government to the Igbo drama students in Nigeria tertiary education. Government should make sure that all the teachers of lgbo drama have adequate knowledge of ICT facilities. ICT and its application should be introduced to Igbo students from primary and secondary school, to enable them find ICT easy to operate during their years in the university. Information and Communication Technology (ICT) implementation is costly to deploy in educational institutions, governments at all levels and non-governmental organizations should thrived in funding such facilities to schools, colleges and universities to harness the benefits of various technologies, that supports the objectives of Education.

Conclusion

Changes in teaching and learning of Igbo drama with the new educational technologies, indicate changes in design and

development of instructional materials. The impact of ICT and its effects on students learning become even more important issues. Students benefits from the new techniques of presenting learning content through ICT. The phenomenon of today's technology, especially ICT has changed our daily lives. Using different information and communication Technology (ICT) tools meant for teaching and learning, the school environment gives the learners the ability to handle their studies more efficiently and conveniently, Unlike the previous decades, when learners were taught using traditional methods in the classrooms, with hard copies of books and physical teacher offering lessons according to a syllabus.

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