

University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

Faculty Publications: Department of Teaching,
Learning and Teacher Education

Department of Teaching, Learning and Teacher
Education


2017

LIFELONG LEARNING: A STRATEGIC ANALYSIS OF EDUCATION

Iwasan D. Kejawa Ed.D

University of Nebraska - Lincoln, ikejawa@mdc.edu

Follow this and additional works at: <https://digitalcommons.unl.edu/teachlearnfacpub>

 Part of the [Adult and Continuing Education Commons](#), [Arts and Humanities Commons](#), [Curriculum and Instruction Commons](#), [Engineering Commons](#), [Higher Education Commons](#), [Teacher Education and Professional Development Commons](#), and the [Vocational Education Commons](#)

Kejawa, Iwasan D. Ed.D, "LIFELONG LEARNING: A STRATEGIC ANALYSIS OF EDUCATION" (2017). *Faculty Publications: Department of Teaching, Learning and Teacher Education*. 259.

<https://digitalcommons.unl.edu/teachlearnfacpub/259>

This Article is brought to you for free and open access by the Department of Teaching, Learning and Teacher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Faculty Publications: Department of Teaching, Learning and Teacher Education by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Faculty Publications: Department of Teaching,
Learning and Teacher Education


Department of Teaching, Learning and Teacher
Education

2017

LIFELONG LEARNING: A STRATEGIC ANALYSIS OF EDUCATION

Iwasan D. Kejawa Ed.D

Follow this and additional works at: <http://digitalcommons.unl.edu/teachlearnfacpub>

 Part of the [Adult and Continuing Education Commons](#), [Arts and Humanities Commons](#), [Curriculum and Instruction Commons](#), [Engineering Commons](#), [Higher Education Commons](#), [Teacher Education and Professional Development Commons](#), and the [Vocational Education Commons](#)

This Article is brought to you for free and open access by the Department of Teaching, Learning and Teacher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Faculty Publications: Department of Teaching, Learning and Teacher Education by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Published in International Journal of Current Research

Vol. 9, Issue, 04, pp.49223-49229, April, 2017.

Copyright © 2017, Iwasan D. Kejawa. This open access article distributed under the Creative Commons Attribution license, which permits distribution, and reproduction in any medium, provided the original work is properly cited.

LIFELONG LEARNING: A STRATEGIC ANALYSIS OF EDUCATION

*Iwasan D. Kejawa**, *Edd*

Computer Science Department, Broward College,
Ft. Lauderdale, Florida, US

ABSTRACT

Are outdated traditional education, distance education, information technological infrastructure, partnerships and financial resources common problematic issues facing many of the educational institutions in our world today? With this into considerations, are these issues vital in order to stabilize the political and economic embroidery of an institution or organization, and its psychological and sociological awareness? What is it that is to be learned and thought in our institutions and, what really is lifelong education; and how is to be carried out in the society of ours? It is found that education may be the training of the mind to perform desire functions or to perpetuate the modality of obtaining an end or result. Actually, the accessibility of distance education by lifelong learners may be hindered by unavailability of enough technical and economical supports.

Keywords: distance learning, technology, adult education, lifelong learning

* Corresponding Author address. Email: ikejawa@broward.edu.

INTRODUCTION

For education establishments to undergo a redesign phase, the modalities of both the political and economic dwellings of the establishment should thoroughly be examined and aligned. Furthermore, it must be stressed that strategic change such distance learning objectives are characterized by the initiation efforts and the broad use of analytics. Lifelong learning education strategies are geared towards both learners, adolescence and children in the society (Bates, 2005). Everyone must be adaptive to the distance education and its effects on the lifelong learning processes.

According to Howes (2000), building team infrastructure would be a mandatory solution to some of the problematic issues facing distance learning education in our society today; the author further stressed that the team infrastructure would have to include external education institutional partnership to improve distance education of lifelong learners. New relationships are crucial, but only if they work at the positive task of establishing greater coherence in careers or programs and the addition of both political, sociological and economical resources.

Using teams during a change effort to alleviate problems is admittedly not a new concept. It has been one of the rudiments of solving problems and making a change in history of education, for much longer than at the present time. However, using teams and partnership relationships effectively in solving problems in lifelong learning education can mean the difference between successful change and failure. As it is often said, 'With many hands, a mountain can be moved'; this is to say that if we all pull together, success and power can be realized or accomplished overwhelmingly.

The ways will learn and access educational materials are changing and these have brought about changes in lifelong learning distance education process. In order to involve the maximum number of incumbents during a process of change, improvement teams must be set up at all levels of educational institutions from students and top management through frontline employees (Weinstein, 2011). Student organizations and government should always be included in the development and decision making at all institution of learning. This is a way to realize the characteristics of participative democratic management in education process.

Teamwork is one of the ingredients of attaining success and power in the lifelong and distance education environment which are the main results of what education establishments are seeking. Success in terms of monetary value is attached to private and public education, in terms of dignitary and

ethical values. The success of education establishments dwell on the dignitary and ethical values of the institutions even though there is instability of political and economic stance within colleges. The economic and political instability can be overturned by consensus. Some of these consensuses will have to do with increased enrollment and participation, increase in both internal and external partnership relationships and increase in team efforts.

Environmental scan/research will surely enable the educational institutions to predict and to achieve its optimum goals and visions. Environmental scan is in form of knowledge building which the “The capability of institutions to created new knowledge, disseminate it throughout the organization, and embody it in services and systems. The services are all the efforts that are rendered that are being to make the institution, the community and the students prosper. Research is a way to accumulate data, acquire knowledge, emulate and predict solutions to certain predicament. In our case, the predicaments are the economical, academic and political education situations that requires strengthening. There is an explicit and intimate link between knowledge building and internal commitment on the way to making good things happen in education. For educational institutions to succeed there must be routinely environmental scan in form of knowledge building. The basis of environmental scanning and knowledge building to be performed by educational establishments should be coherence making, and rely on the internal and external economical, social, ethical, philosophical and political entities or information within the establishments.

THE ROLE OF ANDRAGOGY IN LEADERSHIP EDUCATION

According to the dictionary adult learner means “grown-up” or someone who has reached puberty stage. The society in a way has attached puberty to mean those who have attained the psychological, physiological and sociological embroidery of life according to Bates (2005). Education of all should be designed and formulated to society perception. According to Bates’ view, even though learners have been found to involve themselves with learners with learning new ideas per say for different situations and perspectives, the justification of the learning lied on the rudiments of what is expected of individual learner in the society. These perspectives and situations may be due to job advancement, pleasure and love of learning. It is also true that learning for most learners does not rest solely on reward but merely on the necessities of life.

Motivational enlightens may be the sole propriety essentials of lifelong learning according to Knowles (1980). It has been established that, not only does the needs of lifelong learners need to be met, but that of the society as a whole. The accountability to oneself rest on the society as whole, so is the sustainability and transformation of one's activities. Educating the learners is a substantially the globalization of security well-being of individual. Bates (2005) further stressed that learners who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge and skills being sought. "Learning is a means to an end and not an end itself. As a mission of learning has become more complex and more significant, distance learning education role has gradually changed for the better. For many years it was assumed that principle and techniques used in educating such as online distance education would actually help learners to learn. But this is not true as to the conceptions of many learners and educators. The teachers of classroom are actually solely considered as teachers of learners and it was taking for granted that any reasonable well educated person could assumed the role of educator and know how to do a good job.

As it is often perceived, we tend to learn more by everyday observations and experiences as we grow older but we may tend to lose control of what was learnt if we don't follow up on what has been learned, Knowles (1980). The proverb that "you cannot teach old dog new tricks" actually haunts both the lifelong learners' instructors and learners themselves as they set forth on new ventures. The powerful myth that lifelong learners lose their ability to learn as they age does prevail, although for most part it has not been substantiated in the literature, Merriam (2001). As I always say to myself, 'The longevity of human is the homogeneity of his or her body, and the spontaneity of adaptability is the objectivity of his or her consciousness.' This is actually to say that as we grow older, our body tends to deteriorate whereas our mind and intellect or conscience tends to grow along according to adaptability in a positive direction.

Many lifelong learners learn by Quantum thinking, which means by looking at the world in a new way, based on the century-long work of physicists and scientists who moved beyond classical or Newtonian mechanics to the new paradigm of quantum physics, Vella (2005). Lifelong learners also try to learn by participation – actually the observer is part of what he or she observes. Each person's perception of any given reality is different depending on their context and culture. As Vella put it in his book, "Learning to listen, learning to teach", "we often evoke the world we perceive".

Lifelong learning as we all know demands energy; we should always remember that many principles and practices of dialogue education, which is one of the adults' methods of learning, are designed to raise and sustain the energy of learners. The energy exerted on learning by lifelong learners enables them to profoundly assimilate the content of what is learnt.

DISTANCE EDUCATION AS SAFETY MEANS OF PROVIDING EDUCATION

Many lifelong learners actually try to learn in safe environment which just the appropriateness of distance education. Safety is an issue when discussing learning methods of lifelong learners. We have to create a safe context for learning that is appropriate for adults and have to challenge them accordingly; by doing this we will see that their knowledge will rise (Vella, 2005). We have to provide a site such computer internet site for learners to explore the uncertainty of any skill or theory, providing a safe place for thinking that is needed if their learning is to be relevant to their unique context. Safety enables the teacher to create an inviting setting atmosphere for adult learners. Adults have shown that they're not only willing to adapt to changes but ready and eager to learn when they feel safe in the learning environment. Trust in the competence of the design and skills of the teacher enable the learners to feel safe, Vella (2002). The trust in the feasibility of the objectives and relevance of these objectives also makes adult learner feel safe.

The lifelong learners learn through experiences and by making decision in their lives. The power of learning can be straightened and be more profound when adult learners feel that they are respected as subjects or decision makers of the learning event. Respecting learners as subjects or decision makers of their own learning is a principle that involves the recognition that adults are indeed decision makers in large part of their lives, Vella (2005).

Learners learning plays an import role in the development of a society (Knowles, 1980). As the society changes, so are the people within it. The lives of the inhabitants undergo ethical changes as we progress through educational activities. The education acquired during childhood is definitely not enough for us to "sail" through life, according to Bates (2005), more knowledge is required since society is not prone to changes for the benefits of individual learners. Learners' education is absolutely necessary to survive the efficacies

of the well-being of individual in the society. Through education, there can be pathways for political, social and economic stability in the society.

The objectivity of the institutions and the communities alike according to Bates (2005) depends on the social norms of educational facilities and institutions. Learners' education as portrayed by society can be engaged in all sorts of forms of activities. It is certain that response to changes must be dominantly recognized. Both the society and individual educators and learners must be aware of fact that the spontaneous adaptabilities and objectivities of the characteristics of consciousness rest on longevity of humans. As human being evolved through life, the ability to learn new ideas and assimilate the ideas may often increase. According to the great philosopher, Darwin, the most dominants and successful persons are those with response to changes. The learners often turned to education in response to changes in their life.

The perseverance of lifelong learning institutions and its objects or facilities depends on the society conceptions and perceptions of education and its contents. The tasks must be obliterated in some forms or ways. The incumbents as learners must recognize the security and motivational needs of the communities and the society as whole. There is a controversial view as to who are really the educators of learners in our society. Since there is always a change in the adaptability and objectivity of all individual learners, the educators could really be anyone who is capable of the intensity to changes. As stressed by Knowles (1980), the learners have control over what they want learn, the educators do not have control over what is to be thought, therefore it is lifelong learning experience for both the learners and educators.

The bondage between lifelong learners and educators is a sophistication prerogative of who is really learning and educating in the distance education environment. It is assumed that both the learners and educators learned from each other. The experiences of each individual learner rely on the substance of the needs of the society. The well-being of the society depends on the orientation approach to the needs and security of individuals in the society. Communities and society often actively seek education quality to the full benefits of the inhabitants, so as to enlighten individuals in the society. With exploration of the described processes, successes and leaderships may emerge.

The facts surrounding the methods of providing leadership education to learners in our communities. are what these memorabilia is about. The real purpose of lifelong learning education is for someone to feel absolutely good about oneself. Education is the right resource for learners to get a good training in making decisions about their life. The methods of educating the learners in our communities can be enumerated as follows:

Community development can serve as a format for learning. Community development is closely related to action project as a format for learning. As stressed by Malcolm Knowles in his book, an increasing number of learners and educators are coming to see total communities as their classrooms – as laboratories for learning and to see their educational objectives as being not only to help individual learn to deal more effectively with their life problems, but to help communities as organism learn to deal more effectively with their problems, and to see the process of community problem solving as a vehicle to accomplish both educational objectives. In the words of one of the pioneers in shaping of community development as a format for learning, Dr. Howard Y. Mollusk of the University of Michigan, stated as the follows: The learners' educator is primarily interested in community development as means of educating the community and the people who live there.

Another way of providing such education is the formation of clubs and organized groups. The striking thing about clubs is that almost all of them have the education of their members as a central objective, according to Malcolm Knowles. As part of a comprehensive program of learners' education, the clubs format for learning has several unique advantages. Because it is less formal in structure and has larger social or fellowship component than most other formats, it is the method of reaching learners who might otherwise shy away from educational experiences.

The acquisition of knowledge can be achieved by reading-discussion program; examples are great books, lecture-discussions, motion pictures, exhibits and tours. The refinement of certain skills, such as communication skills, group participation skills, leisure-activity skills, leadership abilities and human-relations skills in general can be furthered by providing opportunities for members to practice these skills and receive supportive feedback on their performance.

With the provision of orientations, conventions and leadership conferences, we are able to learn more effectively; we also able to assume more responsible positions within the community establishments. Conference or convention is one of the backbones of informal education in our country today according to Knowles. It will be necessary to understand the various educational purposes a conference can serve; among the possible functions a conference can perform are summarized as follows: a) Presentation of Information, b) Inspiration, c) Exchange of Experiences, d) Problem Solving, and e) Commitment to Action.

One way of promoting leadership education featuring festivals, exhibits and fairs in our communities. The essential feature of this format for learning

is the display of ideas, products, or processes. It is an effective format for reaching people who don't read publications, listen to broadcasts, or attend meetings, for the purpose of giving information. The exhibit is basically a stationary sequential display, while the fair is a non-sequential mixture of exhibits and activities, and the festival a moving display.

SOCIETAL FACTORS OF EDUCATION

As discussed in several texts, it is a complex issue as to the definition of learners. Who really is a learner has been a controversial prerogative. The dictionary has a general description which means "grown-ups" or people with puberty qualities. The society in a way had attached puberty to mean those who have attained the psychological, physiological and social embroidery of life regardless of age. Education of all learners should be designed and formulated according to society perception.

Even though learners have been found to involve themselves with learning per say for different perspectives, this justification lied on the rudiments of what is expected of individual in a society. These perspectives may be due to job advancement, pleasure and the love of learning. It is also true that learning for most learners does not rest on reward but merely necessities of life.

Motivational enlightens may be the sole propriety essentials of education. It has been heard that not only does the needs of individual learners need to be met but that of the society as whole. The accountability of oneself rest on the society, so is the sustainability. Educating the learners is a substantially the globalization of security wellbeing. Learners who are motivated to seek out a learning experience do so primarily because having use the knowledge and skill being sought. Learning is a means to an end and not an end itself. As mission of a learners has become more complex and more significant, its role has gradually changed. For many years it was assumed that principle and techniques used in educating learners would help learners learn. The teachers of classroom are actually solely considered as teachers of learners and it was taking for granted that any reasonably well educated person could assumed the role of educator and know how to do a good job.

Learners' education plays an important role in the development of the society (Gaff, 2002). As the society changes so are the people within. The lives of the inhabitants undergo ethical changes as learner's learner progress through educational activities (Gaff, 2002). The education acquired during childhood, is not enough to "sail" through learner's hood, more knowledge is

required since society is not prone to changes, for the benefits of individual within it. Learners' education is absolutely necessary to survive the efficacies

Through educating the learners, there can be pathway for political and economic stability in the society. The objectivity of institutions and communities alike depends on the social norms of educational facilities. Learners' education as portrayed by society can be engaged in all sorts of forms. It can take place at anytime and anywhere within our society. It is certain response to change is dominantly recognized. Both the society and individual educators alike must be aware of the spontaneous adaptability and the objectivity of the characteristics of living (Langdon, Whiteside & McKenna, 2002). Philosophically, as it is often said "The most dominants are the most response to change".

The perseverance of the institutions and its objects solely rest on the society. The task must be obliterated in some way or form. The incumbents of learners' education must recognize the security and motivational needs of the society. There is a controversial view as to who are really the educators in our society. Since there is a change in adaptability and objectivity, Educators could really be anyone with capable intensity to change. As it has been established, the learners have control over what they want to learn therefore it is a lifelong learning experience. The bondage between learners is a sophistication of who really is learning in our society. The adjudication experiences of each individual relied on the substances of the needs of the society. Orientation approach to the needs and security of individual being of the society depends on educational approach.

Communities actively seek education quality to full benefits of the society, so as to enlighten individual learners. The leadership prospects emerge in this process. The objectivity of institutions and communities alike depends on the social norms of educational facilities. Learners' education as portrayed by society can be engaged in all sorts of forms. It can take place at anytime and anywhere within our society. It is certain learner response to change is dominantly recognized. Both the society and individual educators alike are the predators of lifelong learning. The preference of both the individual depends on the substance of society connotations. The society connotations are the entities that project benefits for individuals within an educational environment.

It is more or less an attained goal of the society that justified the wellbeing of individual lifelong learners. The distance educational facilities are the sole proprietary of the society. It is to the advantage of individual in the society to have all the life endeavor through distance learning methods. Distance education serves a purpose for both learners and educators alike. The absolute

predicament of individual being depends on the social, economic and political aspects of the community and society. The physiological and psychological aspects of reaching maturity rest on the individual itself (Gains & Leonard, 2001).

Nevertheless, the institutions of higher learning constitute what is to be perceived as conglomerate of values. Individual must engaged in all sort of activities within the establishments of educational facilities implementing distance learning. The established distance learning scenarios are those with the functionality of the purpose of achieving the ultimate goals of the community as well as the society. It is to the justification of the institutional communities to see that all individual adhere to the socio-economic problems of the society.

REACHING A DIVERSE POPULATION WITH DISTANCE EDUCATION TECHNOLOGY

The issues of reaching a diverse populace with online distance education are very important issues in the educational institution environments today. With the increased in the number of institutions providing online distance education to the society, it is becoming an alarming issue as to whether these institutions are reaching or serving a diverse population. The criteria of providing online distance education are to better serve the entire population and providing leadership in education. But are these institutions or colleges actually reaching the entire population or only a segment of the population is being reached?

Societal factors such as economic maladies and unawareness of technological innovations may prevent institutions or colleges from attaining the goal of serving the entire population with the online distances education, and thus establishing leadership in education. The issue focus is that with the practices and introduction of online education, certain segment of the population is not being catered for. This part of the population is the group of minorities who could not afford the cost of technologies attached to online education. Also another segment of the population that is not being reached by online education is the group who is not aware of the innovated online distance technological education.

Even though there have being an increased in the use of technology in recent years, only certain segment of the population still could afford to own

computers. According to the article in Computerworld magazine, titled “A surge in the use computers”, more than two billion computers were sold in the United States in the past years, and the majority of the buyers were the middle class. It was also mentioned that most people use their computers for business and personal chores or pleasures.

According to Salem (2000), with the improved technological innovations, many more institutions are introducing the online distance education into their curriculum. But with the costs associated with the purchase, services and internet set up, many individuals could not still afford the online distance education. Distance online education through the internet is growing and expanding globally. The distance education and training are becoming integrated as a whole unit rather than separate entities. More interdisciplinary abilities are now required and the new generations of students and educators are bringing diverse perspectives about life, work and family.

The driving forces for not reaching a diverse population of students with distance education may be attributed to economic reason and the high increase in tuition fees, and the still expensive computers. The majority of individual students is poor and could not afford to own computers after meeting all other college expenses. Tuitions and the costs of internet services and owning computers posed a great deal of problem to students who will like to participate in distance learning education.

If colleges can synthesize an appropriate strategic planning method for technology and distance learning education, there may well be explosive growth and evolution of innovations. There is presently competition among universities on the provisions of online distance learning education. Educational institutions will face much tighter competition with the online distance learning based on new available technologies. We should be aware that those who adopt state-of-the-art methods will prosper and those who ignore them will eventually fail. If the universities can lower tuition and try to offer free computers and internet services to distance education students, then it will be able to succeed in reaching a diverse population of students across the globe with distance education technologies.

The issues of reaching a diverse population of students with distance learning education in lifelong learning and establishing leadership in education are vital and critical to universities because tuition costs are going to be increasing and technology is only going to continue to grow and impact the society. In order to avoid problems, good strategies and techniques are needed for planning, implementation and maintenance of technology. Without the appropriate planning and methods, universities online distance learning

education programs may suffer. If the universities are to cut tuition costs and provides each lifelong learner with a personal computer and a free internet service, thus the institutions will be able to satisfy their visions and missions.

The distance education technological planning is based on what constitute technology in the modern society. There is a correlation between what is technology of the past, the present and the future. In today information age educational technology products are based on knowledge, values and pragmatic approach.

Distance educational technology management products are of great importance as well education management in the society. The past and present terms are reciprocity of the global markets. The retention of educational products serves the purpose of conservatism and pragmatic values and approach. Change of educational products and information are preserved in our institutions. This change is pragmatic to the management of the institutions or societies. The distance education information age is a co-existence of values and desire. The philosophical entity is composed of resources and performance. The composition of information is the entity of educational products in the global market. The consistency of educational products is based on the magnitudes of the information obtained from the past and present.

Models and consistencies are aligned with extensive extenuation of objectivity in distance education technology. With the extenuation of objectives, there are subjectivities to innovations. The past may be subjective to the development of the modern. Educational products and information are inter-changeable commodities in technological society. The aspect of globalization is empowered through development of many external entities.

The configuration of external foreign technological entities, such as tools of the past era results in commonwealth of education technology. Technological posterity serves as the philosophical view of the modern (Gaines & Leonard, 2001). There is prosperity from modern ways because of the convenience the technological innovations portrayed. Information are internally and externally exposed and stored technologically. The value of information is the logical dwelling of philosophical abstracts of technology.

The transcendence of distance education technology depends on innovations of both the present and past era in order to attain sophistications of adaptability (Isaac & Michael, 2009). This presents the future with lasting and endurance of educational technology tools in our institutions (Kejawa, 2013). Technology is adeptly the invigoration of educational expertise in our society. The combinations of know how, when and why would be attributed to the

development and enhancement of educational technology tools and their awareness. We must adhere to the improvements of the previous and the modern as well as gear or prepare towards new developments of technologies in our institution or society (Moses, 2012)

TECHNOLOGY IN EDUCATION

The use of technology and electronic media may be beneficial to both students and faculty. Better ways of teaching result in good ways of learning (Bassi & Van Buren, 2002). As shown in Figure 1, technology may be used to gain knowledge and practical experience. Technology may be used to gain knowledge and practical experience. Chalk and blackboards have been replaced with marker pens, screens, videos, and projectors.

The use of technology changes the mode of teaching and helps eliminate fatigue resulting from burnout and teachers becoming disinterested. The use of technology tools enable faculty to spend less time in preparing lesson notes and allows more time for faculty members to individualize student learning experiences and to complete administrative functions.

There is a technology-based focus on the field of education, looking at the ways in which artificial intelligence can be used in building educational software. Many faculties in universities, such as New York University, Columbia University, and Harvard, are presently using various technology and electronic media to help facilitate their lectures (Salem, 2000).

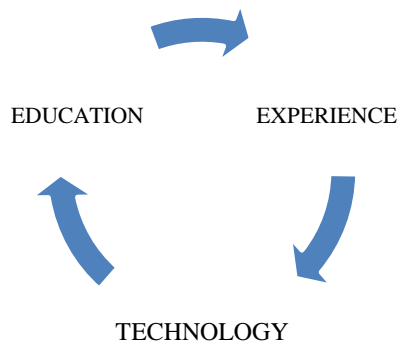


Figure 1. Theory of professionalism.

In both 1995 and 1998, the California Adult Education Technology Education Survey by Outreach and Technical Assistant Network indicated a high and increased use of computers in adult education. According to the survey, a total of 18,825 computers were reported in use in California system alone, and 80% of the agencies responding to the survey reported Internet connections (Salem, 2000).

Parents, teachers, and students need to understand the value of using computers for enhanced learning, creativity, productivity, and communications. Schools rely on pencils, dictionaries, workbooks, and textbooks in more traditional classroom settings; they should come to depend on computers as modern learning tools. Unlike a workbook or textbook, computers and software are interactive and are often more appealing. Some software programs even have digitized sound, which allows the computer to “talk and coach”.

Technology as a research tool is an area that can be explored by students with the help of a computer and database program. Besides the traditional materials (i.e., encyclopedias and books), there are software and computer tools that provide students with access to online database information and research reports. There are a number of research analysis and organizational tools that presently can be used.

KNOWLEDGE-BASED INSTRUCTIONAL TECHNOLOGY

The use of technology software agents within the computer-mediated learning environment has become an important focus of research educational context (Salem, 2000). The use of technology in education has become the most challenging area in the last several years. It actually includes the use of many disciplines, such as (a) cognitive and social psychology, (b) artificial intelligence, (c) computer science, (d) empirical psychology, and (e) software engineering.

According to Salem (2000), the goal of technology in education is to deliver computer-based systems (or knowledge-based software) that can be used in real teaching, learning, and training situations. Salem further stressed that there is intelligence software (or educational-based software) that is a knowledge base and an inference system. The knowledge-based software is made up of facts, concepts, theories, procedures, and relationships representing real-world knowledge about objects, places, events, people, and so forth. According to Gains and Leonard (2001) and Salem, the inference

system or thinking mechanism is a method of using the knowledge base to promote reasoning.

Computers are perceived to be intelligent systems. Intelligence can be defined in many ways. From the perspective of a literary observer, intelligence is often referred to as “being smart”; that is, being able to act intelligently when dealing with everyday life situations. According to Merriam and Caffarella (1999), there is also another definition of intelligence that many adults may have carried with them since their elementary school days:

Intelligence is a specific measurement of their ability to learn. The intellectual functioning in adulthood is very intriguing and useful for educators of adults in society today. The concept of intelligence has really become more complex and multifaceted over the last 2 decades, often causing confusion as pointed out by Merriam and Caffarella. There are at least two theoretical perspectives, those of information processing and psychometric tradition, that have driven the study of intelligence according to the process of orientation of Piagetian and Neo-Piagetian thought (Knowles, 1980).

ELIMINATING IMPROPRIETY IN EDUCATION

Education is a way one can attain or improve his ability to survive in the society of ours. Without educational training of the mind it is impossible to realize the importance of adaptability of living in the environment. Without education, it is also difficult to embellish the use of both the mental and physical attributes possessed by individual beings. Every daily activity of individual in the society is a form of education because one learns from his actions one way or the other.

The impropriety sanctions imposed by the society on distance education is to be viewed by educational establishments as the main reasons affecting lack of interest in learner’s education (Kejawa, 2011). It is perceived by the society at large that once one has attained success or obtained all the necessary rudiments of living, then it is less important to further educate the mind. The sanctions or believes that education is only for the incapable or non-successful individual is an incarnation or impropriety insults to education, especially learners’ education (Smith, 2000). Society should view education as a way to improve knowledge. We should realize that knowledge comes from learning and learning comes from trying. Even though one has reached the highest peak of his life or career does not mean that one does not have to learn or educate the mind. Since education is perceived by the philosophers such as Plato,

Socrates and Darwin to be the usage of the mind to obtain reality or to solve problems, all institutions must be equipped with all the technologies to improving education at all levels.

CONCLUSION

As discussed previously in the beginning of this article, the general purpose or the function of education is to acquire or improve one's knowledge in order to be able to cope with life in the society. Education equipped individuals with all the machinery to survive both socially, psychologically, economically, politically and physiologically in today's society. Everyone needs an education of some sort: classroom-based or distance-based education; To survive and to serve in the community either as leaders or inhabitants, educating our minds becomes an important aspect of life as a whole.

Education takes various forms: professionals and non-professionals. Professional education is mostly classroom-based and hands-on while non-professional education is only classroom-based without hands-on or practice. For a leader to properly serve his or her community, he or she must be professionally trained in order to embellish his or her leadership performance. Professional education can often be referred to as leadership education – It can take place at any stage of life – at early age or adult life and anywhere.

To better prepare, leadership or leadership education or professional education should start at an early part of one's life. As adult learners, one would have accumulated substantial experience in order to assume leadership in the community. The path to surviving in today's world is educating one's mind. Education plays an important role in our day to day dwellings – for example, one learned to take care of oneself both physiological, psychological, socially, economically and politically; All of these are the functions of education which must be addressed when talking about professional or leadership education.

Distance education and science technology are based on the homeotic of physical resources available to us as human. Our adaptation is the objectivity of our consciousness. It should be noted that contemptuous circumstances can be resolved through education. Educating the mind in essence is prolific; we should engage in the learning process of all sorts. Education is a process whereby we should all learn together regardless of who you are.

As it is often conveyed in parabolic ways, stability is required of any individual, if one is to succeed in the society. And in order for individual to

portray a positive identity within the society, educational stability will have to play a vital role in acquiring knowledge. As it is often said, knowledge comes from learning and experience while learning and experience are respectively derived from trying and doing. Without stability and knowledge, it may be impossible to acquire success. Individual may quest for knowledge, stability and success at early stage of their educational career, but these entities may later be suppressed at a later stage of their life.

The possibility of attaining all the individual goals may rest solely on the individual and the society at large. The learning process depends on the motivational level of the individual which may encompass the ingredients of success. The ingredient of success in the society may determine the notions of knowledge and experience. The power of success is achievable through knowledge. The initial educational attributes of individual suffice as learning takes place. Knowledge based on experience at an initial stage may result in learning activity of the present.

The essence of distance educational training is the preparedness of individual to stability and success. It must be addressed to the problematic situations of individual in the society. The circumstances surrounding propagation of learning is not solely materialism, but on the gratitude of knowledge. The standard which knowledge and materialism is attained is repertoire of educational establishments. In rationalizing the commonwealth of training individual, the society should apply transformation and sustainability in the evolution of education and science such as distance education methods. The extenuation of objectives depends on current and past activities. The educational solitudes may result in self-actualization of goals and thereby create self-awareness.

The technicality of learning may be justified by the scope of activities in the society. Education of the literate is different from that of illiterates in the society. Literacy does not mean everything is known, there lessons to be learn from everyday activities in the society. Illiteracy of the mind is tolerable in certain aspect of learning.

The integration of learning may depend on the theme that individual needs to know the anthology of survival. Stability projects the purpose of learning new ideas in our world. The determination of success rests on stability and knowledge.

Education of the mind is congenial to the cognitive approach of learning environment. It is believed that constant attention to the mind may gear up the learning process. Educating the mind is a process whereby all activities are concentrated on the purpose of achieving positive results. Everyone must yield

to proliferation of the audacity to learn new ideas to attain success in the society. Lifelong learning is absolutely a way to survive in the world atmosphere. We must be aware that what we've learned need to be updated and put to use by practicing them, so as to be conversant with them. As the adage goes, "What we learn stays with us for the rest of our lives".

REFERENCES

- Bates, L. J. 2005. "The 2002 American Standard Training Development State of industry report." *Training and Development Magazine*, 53: 1-27.
- Gaff, R. S. 2002. "The Lifelong Learning Project revisited: Institutionalizing the vision." *Educational Considerations*, 2: 15-23.
- Gains M., and Leonard, J. 2001. "Educating the mind." *Journal of Technology Education*, 2: 45-50.
- Howes, R. J. 2000. "Effective learning methodology." *Journal of Learners Education*, 11: 17-19.
- Isaac S., and Michael, W. B. 2009. Handbook in research and evaluation. San Diego, CA.
- Kejawa, D. I. 2013. *Achieving Success in Tumultuous Education*. Pittsburgh, PA: Red Lea Press (Dorrance Publishing). America Star Books, LLLP.
- Kejawa, D. I. 2013. *Raw and Pure Education*. Frederick, MD: America Star Books, LLLP.
- Kejawa, D. I. 2011. *Reaching the Heights*. Bloomington, IN: Xlilibris Corporation.
- Knowles, M. 1980. *Principle of Learners Education*. San Francisco, CA: Jossey-Bass/Pfeifer.
- Langdon, G., Whiteside, S., and McKenna, M. 2002. *Intervention resource guide*. San Francisco, CA: Jossey-Bass/Pfeiffer.
- Merriam, S. B., and Caffarella, R. S. 1999. *Three Models of Learners' development*. Human Development, 39: 135-149.
- Moses, A. G. 2012. The technologies for ages. *Journal of Education Technology*, 9: 45-47.
- Nicodemus, R. 2004. Technology intelligence on the rampage. *Computer World Magazine*, 7: 23-24.
- Ross-Gordon, J. 2002. Toward a critical multicultural pedagogy for learners' education. *Learners Education Quarterly*, 48: 171 -184.
- Salem, A. M. (2000). Potential usage of technology in education. *Journal of Computing in Higher Education*, 5(4): 9-13.

- Smith, A. B. 2000. Development and evaluation in learners' education.
Journal of Science And Technology, 9: 21-22.
- Vella, A. S. 2005. *Learning to Listen, Learning to Teach*. San Francisco, CA:
MIDI Publications Inc.
- Weinstein, K. 2001. *Action learning: A journey in discovery and development*.
New York, NY: Harper-Collins Press.

RR