

Assessment of Relationship Between Open and Distance Learning Programmes and Adult/Non Formal Education in Nigeria: Implications for Education Development in Nigeria

¹Juliet Bodisere Teibowei, ²Okafor Ikechukwu Maduka,
³Theresa Baikwe Osusu & ⁴Onukwu James N.

^{1,2,3&4}Faculty of Education, Federal University Otuoke

Abstract

This study investigated the relationship between the open and distance learning programmes and the Adult and Non formal education system in Nigeria. This study focus on the need to find out the relationship between the open and distance learning programmes and Adult/Non formal education, the relationship between the elderly population in this programmes and the e-learning system and also to find out the relationship between the elderly Adult population and the younger population in the open and distance open and distance learning programmes. The researchers also investigated on the need to find all programmes in the open and distance learning to be measured with the Adult education system in Nigeria universities. The researchers employed the co-relational design. The population of the study was 500 composed of participates of both the elderly population and the younger national open university (NOUN) and the national teachers institute (NTI) random sample technique was used to get the sample size. The researchers adopted the (ODL/AEAS) open and distance learning/Adult education assessment scale for data collection. When housished of three sections ABC. The validity of this instrument was ascertained by experts. Comeback alpha was used to test the rehabiltee of the assessment scale the care of 0.81 Pearson product moment correlation technique was used to analysis the data at 0.05 levels of significance. The hypothesis was used hypothesis he $r=0.80$, showing that the levels of relationship was postures high. Hypothesis 2 $r=0.52$ showing a moderately posture. While hypothesis 3 $r= 0.42$ showing a negative relationship based on the result obtained the researchers came up with the following recommendations ICT centuries should be opened for the elderly population. Internet connectivity should be preceded the functionality of the Adult/Non-formal education should be emphasized. Scholarship should be given to both elderly and young population counseling centers be opened and lastly the open and distance learning programmes should be merged with the Adult education departments in Nigeria Universities.

Keywords: *Open & Distance Learning Programmers, Adult education, National Open University of Nigeria (NOUN), National Teachers Institute (NTI)*

Corresponding Author: Juliet Bodisere Teibowei

Background to the Study

The increase in adult involvement in improving and enhancing their educational development has tremendously led to a high ratio of adult participation on distance learning programmes. The distance learning programmer offers a high level of flexibility as adults do not need to stay on campus to acquire education needed. Internationally; higher education is an integral objective of all educational policies. The UNESCO institute for lifelong learning (UIL) in collaboration with the international council for open and distance education (ICDE) including study portals (SP) has in total examine the potentials of the distance learning programme set up in the different universities in Europe. In Nigeria we have several, one of which is the popular, National Open University of Nigeria which offers programmes in first degree to masters and PhD, while all universities that have produces graduates other part time programmers like sandwich programmers for N.C.E National Certificate in Education and Graduate Programmes in the different areas of interest and also the (NTI) National Teachers Institutes of Nigeria.

The focus is on institutions in Nigeria, weather the distance learning programme has greatly impacted Adult Education in Nigeria. If so, how and what are the constrains of the open distance learning programmes on education and the adult. This has also raised the need for closing the Gap opportunities for Distance Education to create a maximum benefit for the adult learns. In the undergraduate and graduate programmes. It also involves great deal of E-learning network as most interaction and correspondence are done through the e-electronic media. Social profile adults are opportune to enroll in this programme to get a degree. (UNESCO 2019)

There are never the less motivating and inhibiting sectors affecting the participation of adult learning in their programme. One of the most motivating factors is that adult students find it easy to combine with jobs. It allows students to study at their own convenience and allows those adults who are house bound to study at home. These three motivating factor has great influence on adult participation on distance learning programme.

On the other hand, the factors that prevent students from participating in distance education mainly are:

1. Need for funding
2. Shortage of time
3. Lack of recognition of prior qualification. UNESCO (2002)

However, the need for improving career prospects, self-actualization is the major aims every adult learner who participate in Distance learning programme (UNESCO 2002). The issue then is, are there any tanagers or younger population involve in distance learning programmes of what satisfaction will the distance learning programmes be for a young student. What is the necessary relevance of the adult population in Distance learning programmes leading to the need to assess the relationship between the distance learning programmes and the Adult population?

Other benefits of adult are:

1. Easier to combine with jobs
2. Allows the study at my own pace
3. Allows to study without leaving the home.
4. Easier to combine with family duties.
5. Cost less
6. Cope with stress and family life. (UNESCO 2002)

The concept of open and distance learning is a type of education that occurs outside an organized set up or conventional school setting Adebayo (2007). It is mostly done without a formal interaction with students or learners Creed (2001). ODL is the most rapid growing system of education which is done through the E. learning system with world wide web centered system of learning, which emphasizes on open access system of learning and training allowing no gap or constrains on learners and to time and space (UNESCO (2003) it can also be the mailing of learning materials to all at convenient places and time not minding the distance of the institution that offers such education. In all of the Open and Distance Learning Education is a scheme set up to enhance and improve a group of persons who still have the zeal to actualize their dreams regarding educational development to meet up with the trend of the day. Education is said to be the key to success and every individual wants to succeed in all that he or she sets out to do. Hence this type of system is most imperative for a society that has high esteem for educational development.

Statement of the Problem

Open and distance learning came to light and was introduces to the University Educational System in Nigeria at about 1983, it came to limelight in the early 2000. This system is accessible to the young, elderly and disadvantaged groups who have the zeal and compaction for education through the Electronic System of Education Muhammad & Bawa 2019. Adult Education is defined as a system of education meant for the elderly who was once in higher school or not able to, or terminated his or her education earlier due to some constrains and is willing to continue with his or her Education not minding the age or position or social status. UNESCO 2019. It is widely acclaimed that the Open Distance Learning is more of an adult Education which then is the relationship between the two systems. And how can the Educationists find out the difference between the Adult populations the younger populations involve in Open Distance Learning. The target by the Federal Ministry of Education to make sure that there is quality Education for all both young and Elderly has ensured the existence of the continuity of Open and Distance Learning.

The National Teacher's institute (NTI) organizes Open Distance Learning for teachers to improve on their teaching skills and upgrade the certificate to be move qualified to teach in the primary schools. The institute currently runs three programmes

1. Teachers Grade Two Certificate by Open and Distance Learning, leading to the award of Teachers Grade Two.
2. Nigeria Certificate in Education by Open and Distance Learning leading to the Award of (NCE).

3. Pivotal Teacher Training Programme designed to produce teachers in the short term to meet the teacher demand of the Universal Basic Education (UBE) Ubulom (2019).

It is seemingly clear that the Open Distance Learning System is very useful to the Adult Population. What is the level of relationship between the Nigerian Adult Education System and the Open and Distance Learning System? Is there really a clean relationship between them and how good it is? Is the adult class comfortable with the system of Open and Distance Learning? And how successful is it? All these are what the researchers intend to explore in this study as the Open and Distance Learning is geared towards improving Education in Nigeria and for the rapid Educational Development of our nation Nigeria.

Aims and Objectives of the Study

The aim of this study is to investigate and assess the relationship between the Open Distance Learning with the Nigeria Adult and non-formal Educational system. To be specific, these studies seek to:

1. Assess the relationships that exist between the Open and Distance Learning Programmers and the Adult/ Non-formal Education in Nigeria.
2. Determine the relationship between the Elderly population and the use of E-electronic system of the Open and Distance Learning.
3. Ascertain the extent of relationship between the younger population in Open and Distance Learning and the Adult / Non-formal Education in Nigeria.

Literature Review

The Concept of Adult Education

This is an education that is distinct from child education. It is a process whereby an adult is systematically engaged in self-education to benefit in new ways or forms of knowledge, skills, attitudes or values. It is also sometimes non-formal. In which learning is organized in educational institutions and no certificates awarded. It was also a form of continuing education and an undertaking by a mature man or woman. Like is in the National Open University of Nigeria. It is also an education for a classified target audience; or individuals who are regarded as adults in any given society where they belong, specifically to better their technical or professional qualifications. It is also the practice of adults coming together for teaching and learning in the workplace, or through extension. There adults can be those working who have earlier terminated or interrupted their education. Wikipedia 2019. Adult education is basically teaching and enhancing the educational status of an adult member in a society. This might take place in working environment, high schools, community colleges and lifelong learning centers. This is known as Training and Development, also called Andragogy differentiating it from Pedagogy. This has made it distinct from vocational education which is related to up-skilling and non-formal education. Participants of Adults Education are mostly on voluntary basis and for personal development. Njoku 2010. Man's zealous nature to succeed in life will always strive to attain this level of educational development.

Adult Education and its Characteristics in Nigeria

Adult education started in the British West African Territory of the Gold Coast which was based on the campaign for literacy, commenced by the government and all Universities extra mural activity. This was enacted as an institution in 1948 in the University of Ibadan. The proliferation of computer literacy in the 1990s made Adult Education a necessity, of which most Adults were workers. Also, the urge for white-collar jobs for ten years or more made Adult Education popular. Chichoke (2010).

In Nigeria most secondary school dropouts resorted to Adult Education in their later lives. As a result, most workers who were not educated had to go back to school or quite the jobs. In Europe, it was called Second Chance. In Nigeria the extra-mural development of the Universities was set up in 1949 from the Extra-mural delegacy of Oxford University and tutors from Oxford University visited both Nigeria and the Gold Coast.

The Issues of Professionalism in Adult Education Indicates the Following:

- a. Use education or training to improve the quality of practice.
- b. Standardize professional responses.
- c. Better define a collection of persons as representing a field of endeavor.
- d. Enhance communication within that field. Chijioke (2010).

Of all these, there are still some problems in Adult Education. It is most neglected section in the Educational sector. This could be traceable to the colonial masters and missionaries who paid more attention to formal education

The Educational Policy for Adult Education are as follows:

1. To provide function literacy for Adults who have never had the opportunity of any formal education.
2. To provide functional and remedial education for those young people who prematurely dropped out of formal school system.
3. To provide similar education for different categories of participates of the formal education system to improve knowledge and skills.
4. To provide in-service and on-the job vocational and professional training for different sets of workers.
5. To give Adult citizens of the coming aesthetic, cultural and civic education for public enlightenment.

These are in line with the objective if national policy on education which state the following

1. Building of united strong and self-reliant nation
2. Building of great and dynamic economy
3. Building a just and egalitarian society
4. Building a land bright and full of opportunities for all citizens
5. The building of a free and democratic society

With the above in was obvious that the nation Nigeria cannot be development without the basic foundation which can only be actualise through education and knowledge they say is power, ignorance remains an offence and cannot take this nation forward.

The Concept of Open Distance Learning (ODL)

Open and distance learning ODL can best be defined as education that takes place outside a conventional school setting Adebayo (2007) the federal ministry of education defined it as any sum in which the source allows learners to exercise free will in the different aspects of learning, barriers of time and space does not exist including age, and previous educational qualification is not a barrier, on the contrary Dodds (2005) defines it as an approval which combines the principles of learner centeredness, lifelong learning, flexibility of learning, removal of barrier to learning, the recognition of credit of prior learning experience, the provision of learner support, the constitution of learners prosperity and the maintenance of rigorous quality assurance.

Open and Distance Learning in Nigeria

Started in the colonial era when correspondence colleges from United Kingdom procured training for a number of qualified Nigerians via corresponding courses. Distance studies in Nigeria started around the 70's at the University of Ibadan while the universities offered programmes to national teacher's institute NTI, also the national open university of Nigeria (NOUN) and sandwich programmes. The sandwich programmers were established by Nigeria universities and colleges of education this programme was designed and run during vacations to procure opportunities the teachers and workers to participate it produced opportunities for holders of TC. Teachers grade ii certificate, national certificate of education NCE to attend this programme. This programmer only became functional in 2001 and was introduced to the university system in Nigeria in 1983. Nigeria is therefore moving gradually from the excluding closed system mode of privileged access to education, towards a more exclusion educational model which tends to work in line with UNESCO goals of education for all the 21st conducting as enshrined by the British council, the literacy enhancement assistance programmers Dennis (1997) with the above explanation on both Adult and open and distance learning, there is need to merge these two sectors as the Adult education sectors seems to be neglected by the federal government on funding. Most of those participate on open and distance learning programme are self-sponsors this has posed a lot of different in the open and distance learning though it is much more viable than the Adult and Non- formal education in terms of recognition and sponsorship by the government.

There are seemingly problems encountered by the open and long distance learning in Nigeria such as poor funding, power supply, lack of skills in designing course-wares, poverty and poor ICT penetration, no internet connectivity, low reledensity technophobia and lack of computer courses in school's curriculum Nigeria as a nation is blessed with material and human resources what we need to do is to hence both to make Nigeria a great nation. Education for all Nigerians is the only way that our nation can be developed and must vices can be eradicated.

Research Hypotheses

1. There is no significant relationship between the Open and Distance Learning Programme (ODL) and the Adult / Non-formal Education in Nigeria.
2. There is no significant relationship between the elderly population and the use of E-electronic system at the Open and Distance Learning (ODL) Programme.
3. There is no significant relationship between the younger population and the elderly population in Open and Distance Learning Programmers.

Methodology

The study adopted Correlational Design. The population consisted of 500 Open Distance Learning Student of the National Open University and the National (NOUN) Teachers Institute of Nigeria (NTI) via Simple Random Sampling Technique comprising of both young and elderly students of both the Open University and the National Teachers Institute (ODL/AEAS) Open Distance Learning / Adult Educational Assessment Scale was use for data collection consist of three sections ABC. It measured the relationship between the elderly student and younger student as bio-dates was taken into consideration. The second assessment scale measured the last of computer competence students in the open distance learning programme the third measured the relationship between the open distant learning programme and the adult non journal educational systems based on federal ministry of education data based records. All had 5 items each crookback Alpha was used to test the reliability of the Assessment scale and result was 0:81 face and content validity was ascertained by expert in educational measurement and evaluation. Person product movement correlation technique was used to analyze the data

Data Interpretation and Result

Hypothesis 1

There is no significant relationship between open and distance learning ODL programmers and Adult/Non journal education in Nigeria.

Table 1: Result of correlation analysis showing the strength and significance of the inter correlation between open and distance learning items and Adult /Non journal education in Nigeria.

Variables	Open Distance Learning	Adult/non Journal Education	Remarks
Open distance learning items person correlation sig	500	0.80 0.000 500	Hypothesis is rejected
Adult / Non journal education correlation sig (2 tailed)	0.80 0.000 500		

Significant: $P < 0.05$ level of significance.

From table above $r=0.80$, $P < 0.05$ the result showed that a positively high relationship exists between open distance learning ODL programme and Adult/Non formal education in Nigeria. This indicates that there is a significant relationship between both programme in Nigeria this the hypothesis was rejected

Research Hypothesis 2

There is no significant relationship between the elderly population of the open distance learning programme and the use of E-system of the open distance learning ODL programme in Nigeria.

Table 2: Results of correlation analysis showing the strength and significance of the intercorrelation between the elderly population and items of E- learning system of the open distance learning in Nigeria.

Variables	Elderly Population	E-Learning System	Remarks
Elderly Population	1	0.52	Hypothesis is rejected
Pearson correlation		0.002	
Sig (2-tailed)	500	200	
E- learning system	0.57		
Pearson correlation	0.000		
Sig (2- tailed)	500		

Significant, $P < 0.05$ level of Significance.

Table 2 indicates that, $r = 0.52$ $P < 0.05$. This showed that a moderate positive relationship exist between the elderly population and E- learning system of the open distance learning ODL programme in Nigeria. Invariably means there is just a slight relationship between the acquisitions of computer competence amongst the elderly population in the open distance learning programme in Nigeria.

Research Hypothesis 3: There is no significant relationship between the elderly population and the younger population in the open and distance learning ODL & Adult education programme in Nigeria.

Table 3: Results of correlation analysis showing the strength and significance of the intercorrelation between the elderly population and the younger population in the open and distance learning ODL programme in Nigeria.

Variables	Elderly Population	Younger Population	Remarks
Elderly population Pearson correlation	1	0.42	Hypothesis Accepted
Sig (2- tailed)	500	500	
Younger population Pearson correlation	0.42		
Sig (2- tailed)	500		

Significant. $P < 0.05$ Level of Significance

Table 3 indicates that $r = 0.42$ $P > 0.05$. This result showed that there was no positive relationship between the Elderly population and the younger population this means that the Elderly population is more involved in the open and distance learning ODL programme in Nigeria.

Discussion & Findings

In view of the findings of this study, the researchers observed that there was a significant relationship between the open and distance learning programme and the Adult / Non-journal education in Nigeria. The Adult / Non formal education in Nigeria and its modus of operation in most of the universities has given much credence to education in all extend for the elderly population in attempt to encourage the enhancement of educational development in Nigeria at all levels in Nigeria. This was in line with UNESCO (2000) to make education available at all levels. It was seemly obvious that the elderly population had a moderately posture relationship with the E- Learning system of the open distance learning ODL programme. This showed indications that the elderly population in the open distance learning programme still has to improve on the computer proficiency in order to participate efficiently and consistently in carrying out assignments and examinations this is in line with Asogwa (2007) explaining the relevance of I.C.T resource for those voluntarily entered involutedly the open and distance learning ODL programmers. The researchers' observed that in view of hypothesis 3. The population of the elderly is far more than the younger population. Younger population showed be encouraged to participate in the open and distance learning programme for this will go a long way to secure youth restiveness and encourage younger population who cannot afford the conventional university programme to assist themselves with the open and distance learning ODL programme also get jobs for revenue generation to boast national security. This is in line with Onyekpe (2007) who stipulate that youth restiveness has a relationship with national security.

Conclusion and Recommendation

This study has attempted to enumerate the interdependence between open and distance learning ODL programme and Adult/ Non formal educational in Nigeria. Bearing in mind the relevance of I.C.T and regular application of computer skills for the success of this programme. There is need to encourage the younger population to enroll in the open distance learning ODL programme will reduces youth restiveness and national security. The following recommendations were made.

1. I.C.T centers should be opened for the elderly population. They should be more enlightenment campaign the need for computer proficiency as a way of life to reach out to the world there by making Nigeria and the world a global village.
2. Internet connectivity should be emphasized on by the states. There should be easier methods for those who cannot afford good phones to have face access to internet connectivity within the localities
3. Adult/Non – Formal education that has its section in the federal and state ministries of education should assist in the functionality of the Department of Adult / Non – formal education in our universities this is will go a long way to make the younger population understand the need for the open and distance learning ODL programmes.

4. The national teachers institute (NTI) should be made population and its programmes and course should be publicized by the federal and state government so that the open and distance learning. ODL programme will be of greater value than it is today.
5. Scholarships and incentives like computers and lab tops should be given to both the elderly and the young population in the open and distance learning ODL programme and in any other Adult/Non – formal education department in all universities in Nigeria.
6. Counseling centre should be opened in all most state capitals for the elderly and the younger population who needs information on open distance learning programme and Adult/ Non formal education remains the key to success in all remanulations.
7. All Open and Distance Learning (ODL) Programme should collaborate with the Adult/Non formal Education Departments in Nigeria Universities to give more credence to both of them as one entity in the will of progress in educational development in Nigeria.

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