

Risks Involvement and Nigerian Distance Education Goals Achievement

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ABSTRACT

The study investigated the relationship between risks involvement and goals achievement of Nigerian distance education. A correlation research design was adopted for the study. Stratified random dimpling technique was used to select 300 respondents comprising of directors, State coordinators, Center managers, desk officers, class representatives, and facilitators. Split-half reliability method was used to determine the reliability index of .63 and .67 for the Risks involvement Questionnaire (RIQ) and Academic Goals Achievement Questionnaire (AGAQ) after being subjected to statistic analysis of spearman ranking order statistics. Pearson product moment correlation statistic was also used to test all the null hypotheses at .05 significance level. The findings revealed that risks involvement have low positive significant relationship with the goal achievement of Nigerian distance education. It was however recommended that efforts should be made by the stakeholders in education to create a conducive teaching learning environment are the study centers. Counseling units should be established in the communities to help the students in the choice of career and financial institutions should come to the financial aid of Nigerian distance education in the interest of goals achievement.

Keywords: Risks involvement, Goal Achievements and Nigerian Distance Education

INTRODUCTION

Recently, education is ranked high and regarded as the most popular sector among other sectors in Nigeria, because, it is the education sector that attract the highest population of Nigerian citizens. Federal Republic of Nigeria (2004) described education as a social responsibility which every citizen should enjoy as a member of the society. It should be noted that despite the fact that every Nigerian wants to be educated but many are not qualified, those qualified were not given admission and those given admission was confronted by series of problems such financial problems, home background and working situation. It should be noted that many could not make attempt because they could not leave their families, places of work and their children and even many could not involve themselves because of their place of abode.

According to the Abogunrin (2007) risks are series of activities or events which an individual citizens carried out in the society for certain purpose which may end up either successfully or end up having negative effects on the organization or on the individuals and society.

Abogunrin (2007) however regarded daily life's activities, such as sleeping, walking, Working, Eating, Sporting, Friendship, traveling and business involvement are classified as risks.

Ogunjobi (2010) defined risks as unpredictable actions that individual members of the society, undertaken either for self or for the nations which brings about either palatable or unpalatable results. Ogunjobi however stated that if such risks involved ended up bringing

positive results, it brings about national transformations and development but, if such actions fail it retards progress and brings about chaos and insecurity of life's and properties. Failure of risks involvement brings about under utilization of the available resources for the benefit of the people in the society. It should however be noted that risks involvement are heritable and called for in the society such society is to progress.

Risks is therefore defined as the progress of diffusing the necessary innovation ideas, skills, attitudes and ability which had helped other nation to develop, to become self reliance, and transformed. Fear of risks involvement however become the bane of national transformation and development.

In the society there are series of risks which are involved every day by every body at every time. Such risks are sleeping, walking, eating, drinking, traveling, friendship and business involvement, if any of the risks involved failed woefully, It has adverse effects in the life of individuals that are involved.

Nigerian distance education system involved itself in many risks, which without academic goals achievement may be difficult to achieve. The risks that are involved in Nigerian distance education system are financial risk, choice of career risks, policies adoption and adaptation risks, transportation risks environmental risks, extra-curricular activities risks, time management risks and types of education risks. Failure of these risks however have adverse effects on the academic achievement of Nigeria educational system Mohammed (2009) risk made always fail because of the fact that any body that failed to himself to involved in certain activities because of fear of failure they individual will contain toying progress.

Ojedele (2000) recognized the importance of education and noted that mass literacy is the bane of national Productivity. Federal Republic of Nigerian (2004), in a bid to eradicate all forms of illiteracy among Nigerian by the year 2020, the Federal Republic of Nigeria, recognized the importance of other forms of education system outside conventional institutions. Such recognized education system includes distance education, continuing education, non-formal education, part-time courses and correspondence courses. There are study centres of Nigerian distance education outside the conventional school.

Ogundele and Oparinde (2012), Dare (2012) described distance education as the system of education that are provided whereby the students are separated with the teachers and the facilitates by time physical environment and course. The authors however noted that in Nigeria distance education, the teachers interact their students through mobile Phone, internet, e-mail, learning library and e-examinations. This types of education take place without necessary having contacts with their teachers, facilities and time. The teachers are separated with their students in term of time, facilities and instructions.

Etejere and Ogundele (2008) Observed that Nigerian distance education are Practiced in different ways

- Correspondence courses for distance by posting e-learning interest services
- Using similar material such as modules at different centre
- Using distance teaching method with the conventional schools.

Etejere and Ogundele however noted, that if the operation of Nigerian distance education is to be successfully there be the need to introduce Information and Communication technology in their Programme that, Information Communications technology should be made available for the teachers and students of the programme so as to enhance effective teaching learning process in Nigeria distance education.

However it should be noted that the Federal Republic of Nigeria (2004) recognized the importance of Distance education and established the National Teachers Institute (NTI) with the headquarter at Kaduna in 1978 and National Open University (NOUN) with the headquarter at Lagos in 1992. The two Federal Government of Nigeria established institutions operate pure distance education.

The two institutions have their study centres in the conventional institutions. National Teachers' Institute has 835 centres for NCE and 76 centers for the Postgraduate Diploma in Education (PGDE).

The risks that are involved in the Nigerian distance education programme are financial risks, environmental risks, choice of career, time management risk, certificate risks. It therefore become painful, if despite all the risks involved by the individuals yield no positive result. It may weigh some people down and make them to fail woefully in life.

The rationale for the study is to examine the types of risks involved and committed by the individuals, as regard to courses. And their influence on the academic goals achievement of Nigerian distance education.

STATEMENT OF PROBLEMS

In the recent times, risks involvement had been formalized in any organization. Risk is inevitable in the society, if such society is to progress. For the risks to be successful, it demands effective and a carefully managed risks, in order to bring about a desirable result. It should be noted that any failed risks should not weigh individuals down otherwise, such individuals may not progress in future. The study however examined the available types of risks, influence of risks involved, the mode of operations, the major challenges, the management strategies and the influence on Nigerian Distance Education Goals Achievements.

PURPOSE OF THE STUDY

This study was designed to investigate the influence of risks involvement on the Nigerian distance education goals achievement specifically, the study investigate the following:

- i. Available types of risks involvement in Nigerian distance education.
- ii. Mode of operations of those risks in Nigeria distance education.
- iii. Challenges of risks involvement in Nigeria distance education.
- iv. Management strategies of those risks in Nigeria distance education programmes.
- v. Influence on Nigeria distance education goals achievement.
- vi. Make recommendations on the types of risks to be involved for the programmes of Nigeria distance education.

RESEARCH HYPOTHESES

The following research hypotheses were generated to guide the study:

HO₁ : There is no significant relationship between risks involvement and academic goals achievement of Nigeria distance education.

HO₂ : There is no significant relationship between financial risks involvement and academic goals achievement of Nigerian distance education

HO₃ : There is no significant relationship between environment risks and academic goals achievement of Nigerian distance education.

HO₄ :There is no significant relationship between the career choice risks involvement and academic goals achievement of Nigerian distance education.

HO₅ :There is no significant relationship between risks involvement and community services of Nigerian distance education.]

METHODOLOGY

This study is a descriptive survey of correlation type that investigated the relationship between risks involvement and Nigeria distance education goals achievement. Dependent variable is academic goals achievement while independent variable is risks involvement.

A survey research design was adopted for the study. The study population comprised state coordinators centre managers, courses facilitators and students representatives. Stratified random sampling techniques was adopted to select 10 zones to make up 30 study centers. 300 respondents were selected from the National Teachers’ Institute, (NTI) and National Open University Centres.

Instrumentation

The research instruments used for data collection are Risks Involvement Questionnaire. (RIQ) and Academic Goals Achievements Questionnaire (AGAQ). The instruments were validated through criticism and corrections made by the experts of distance education and insurance. Split-half reliability index of ‘r’ = .63 and .67 for (RIQ) and (AGAQ) respectively. The result indicates that the instrument are reliable for use.

Five null hypotheses were generated for the study. The data collected were tested using Pearson product moment correlation statistics at .05 significance level.

RESULTS

HO₁ :There is no significant relationship between risks involvement and academic goals achievement of Nigeria distance education

Table 1 : Risks involvement and academic goals achievement of Nigerian distance education.

<i>Variable</i>	<i>No</i>	<i>X</i>	<i>Sd</i>	<i>df</i>	<i>Calculated r- value</i>	<i>Critical r- value</i>	<i>Decision</i>
Risks	300	16.62	48.31				Ho ₁
Academic Goals Achievement	300	33.46	31.28	299	.68	.196	Rejected

P> .05

Table 1 shows that the calculated r-value of .68 is greater than the critical r-value of .196 at degree of freedom of 299. tested at .05 significance level. Hence the null hypothesis which state that there is no significant relationship between risks involvement and academic goals achievement of Nigerian distance education is rejected. The result is in line with the opinion of Bello (2012) which stated that the academic goals achievement is measured through research publication, students academic performance, lecturers job performance, community services. It should however be noted that the Nigerian distance education students may not know the weight or the acceptability of the certificates that they want to acquire from the distance education. Yet, they commit huge sum of funds for tuitions, administrative and other funds that may be demanded. What most of them want is to achieve academic goals needed for their future life.

Ho₂ : There is no significant relationship between financial risks involvement and academic goals achievement of Nigerian distance education

Table 2: Financial risks involvement and Academic Goals Achievement of Nigerian Distance Education.

<i>Variable</i>	<i>No</i>	<i>X</i>	<i>Sd</i>	<i>df</i>	<i>Calculated r- value</i>	<i>Critical r- value</i>	<i>Decision</i>
Risks	300	38.78	46.32				Ho ₂
Academic Goals Achievement	300	33.46	31.28	299	.42	.196	Rejected

Table 2 shows that the calculated r-value of .42 is greater than the critical r-value of .196 at the degree of freedom of 299 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between financial risks involvement and academic goals achievement of Nigerian distance education is however rejected. It therefore means that many Nigeria distance education students commit each amount of money for distance education programme without knowing the worth of the programme that they are paying for the only risk such funds for the benefit of the certificate they want. Such funds committed are risk. Individuals risk huge for the courses offered at distance education system without considering whether such course certificate will be honoured in the country or not. What individual wants is the certificate. According to Agboola (2007) most of the distance education programme are affiliated to the conventional higher institutions. Which made the programme to be relevant to the need of the society. If an individuals does not involved himself in such financial aspect of the distance education such individuals may not be able to make progress in their educational careers.

Ho₃: There is no significant relationship between environmental risks and academic goals achievement of Nigerian distance education

Table 3: Environmental Risks and Academic Goals Achievement of Nigerian Distance Education.

<i>Variable</i>	<i>No</i>	<i>X</i>	<i>Sd</i>	<i>df</i>	<i>Calculated r- value</i>	<i>Critical r- value</i>	<i>Decision</i>
Risks	300	38.78	46.32				Ho ₃
Academic Goals Achievement	300	33.46	31.28	299	.25	.196	Rejected

Table 3 shows that the calculated r-value of .25 is greater than the critical r-value of .196 at the degree of freedom of 299 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between school environmental risks and academic goals achievement of Nigerian distance education is however rejected. It indicates that despite the fact that the distance education programme take place in the conventional institutions in Nigeria. Dare (2011) stated that there are 76 National Teachers' Institute Study Centres for Post- Graduate Diploma in Education (PGDE) 835 Nigerian Certificate of Education (NCE) and 36 national Open University Study Centres in Nigeria,. It should however be noted that each of these conventional institution like Conventional Universities, polytechnic and college of education, Ogundele (2004) observed that most of the centres are characterized by School Environmental problems such as bushy environment, filthiness environment, pollutions, erosional problems, over crowed classrooms, flooding, students crises faulty electrification or power failure border classes. There is low significant

relationship between the school environmental risks and academic goals achievement of Nigeria distance education programmes. It however shows that despite the schools environmental problems, the study centres of distance education still records yearly increase in students enrolment.

Ho₄ : There is no significant relationship between career choice risks and academic goals achievement of Nigeria distance education.

Table 4: Career Choice Risks and Academic Goals Achievement of Nigerian Distance Education.

<i>Variable</i>	<i>No</i>	<i>X</i>	<i>Sd</i>	<i>df</i>	<i>Calculated r- value</i>	<i>Critical r- value</i>	<i>Decision</i>
Risks	300	24.31	53.44				Ho ₄
Academic Goals Achievement	300	33.46	31.28	299	.68	.196	Rejected

Table 4 shows that the calculated r-value of .68 is greater than the critical r-value of .196 at the degree of freedom of 299 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significance relationship between career choice risk involvement and academic goals achievement of Nigerian distance education is however rejected. It however means that the career choice in Nigerian distance education programme are risks. Whether the certificates received through Nigerian distance education are acceptable by the civil society or not, many citizens still patronize all the programmes provided through Nigerian Distance education. The result is therefore in line with Ogundele and Oduwaiye (2012) which stated the need for human capital development so as to enhance and effective goals achievement of any institution in the country.

Ho₅: There is no significance relationship between risks involvement and community services of Nigerian distance education.

Table 5: Risks Involvement and Community Services of Nigerian Distance Education.

<i>Variable</i>	<i>No</i>	<i>X</i>	<i>Sd</i>	<i>df</i>	<i>Calculated r- value</i>	<i>Critical r- value</i>	<i>Decision</i>
Risks	300	16.62	48.3				Ho ₅
Academic Goals Achievement	300	22.41	20.23	299	0.46	.196	Rejected

Table 5 shows the relationship between risks involvement and community services of Nigeria distance education. It indicates that the calculated r-value of .46 is greater than the critical r-value of .196 at the degree of freedom of 299 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between risks involvement and community service of Nigerian distance education is however rejected. It means that many distance education lecturers took the risks of providing community services like workshops, conferences, seminars and lectures many also provide the consultancy services such as Cyber café units, interconnectivity and registration of external candidate for external examination. However risks involvement have low positive relationship with the community services of Nigerian distance education because despite the risks of finance, time, certificate award and environmental hazards risks yet the lectures and stake holders still contribute their quotas towards the provision of community services for the benefits of the society.

CONCLUSION

Based on the result of data collected analysis, it could be concluded that the financial, environment and career choice risks have low significant impacts on the academic goals achievement of Nigerian distance education. However, the centre managers, course facilitators students in the Nigerian education are therefore encouraged to make use of the opportunities provided by the Nigerian distance education for the human capital development, so as to upgrade their knowledge and update themselves with the current changes, innovation and challenges in the society. For so doing, the academic goals achievement of Nigerian distance education will be enhanced.

RECOMMENDATIONS

Based on the conclusion the following recommendations were made. Adequate recognition of the certificate received through Nigerian distance education.

Adequate recognition should be given to distance education certificate in the society

The various establishment should give the certificate received through distance education adequate respect and be treated similarly with those certificates received through conventional institutions.

There should be financial aid for Nigerian distance education students.

Financial aid should be given to the Nigerian distance education programmes: financial assistance should be provided for the Nigerian distance education programmes through scholarship donations, grants etc. for so doing, it will reduce the risks involvement that are caused by the financial situations.

Conducive learning Environment should be provided for the study centres

Adequate provision of safe learning environment course facilitators for should provide safe learning environment for effective teaching-learning process of Nigerian distance education programme for it will reduce the environmental risks that may affect Nigerian distance education.

Establishment of counseling service units in the community.

Federal ministry of education should establish counseling services centres in the various strategic places in the community of Nigeria. However, the qualified counselors will assist the students to understand themselves and take a rational decisions in the distance education course undertaken for it will reduce the risk of career choice in Nigerian distance education programme.

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