Participation and Experience of Adult Learners in Distance Learning Programmes of National Open University, Oyo State Study Centre, Nigeria

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Abstract: The paper examines experience of adult learners in distance learning programme of National Open University of Nigeria, Oyo State Centre. Descriptive research method was adopted for the study. Structured questionnaire were designed to gather information from learners of NOUN in Oyo State. Data collected were analysed using frequency counts and simple percentage. The results of the study showed that experience of adult learners in distance learning programme have either positive or negative effects on their studies. Findings revealed that adequate and inadequate infrastructures affect the experience of adult learners in distance learning of NOUN. Findings of the study also indicated that there were measures put in place that could be used to improve the effect of experience on adult learners academic performance(s). The study recommended that Ministry of Education and NUC should monitor National Open University and accredit all the programmes. The staff of NOUN should be more proactive in rendering their services. Distance education fees should be reduced by the government. Lecturers and learners of NOUN programmes should have place for face-to-face interaction to enhance academic performance.

Keywords: Adult learners, Distance learning, NOUN, Programmes.

INTRODUCTION:

Historically, the learning process had taken place with the infrastructure of institutions such as schools, university campuses, technical colleges, etc. the need to be part of such institutions was driven by the notion that to access information and knowledge, a learner had to be present where the teacher was. The first separation between the teacher and the student occurred with correspondence education, which offered information and knowledge meditated by some form of media, usually print. This early form of distance education moved the leaning frontiers to the learners' home. Successful distance education system involves interactivity between teachers and students, between students and the environment, and among students themselves as well as active learning in the classroom.

However, experience plays a very significant role in the learning of adult learners in distance learning programme of National Open University of Nigeria. Experience of adult learners represents the connectivity the learners (adult) feel with the distance teachers, aids, counselors, facilitators and their peers. Frailer (2008) argued that the quality and integrity of educational process depends upon sustained, two-ways communication. Without connectivity, distance learning degenerated into the old correspondence course model of independence study. Adult learners becomes autonomous and isolated, procrastinate and eventually dropout (Aderinoye, 2008). Effective distance education should not be an independent and isolated form of learning. It should approach Keegan's ideal of an authentic learning experience.

Majority of the adult learners are workers in the urban areas who combine "work and learn" which is the motto of National Open University Nigeria (NOUN). An adult learner depends on their facilitators as key resource persons and on their peers or study groups both for required and voluntary interactivity to reinforce their learning. Experience makes adult learner to reduce loneliness, boredom or loss of community experience in distance education, because National Open University of Nigeria (NOUN) has not completed its Repository, Productive, Distribution, and Administration Headquarters (REPRODAH) and equipped the study centers with up-to-date technological facilities. The experience of the inadequate infrastructures makes adult learner in distance learning programme to be able to create a sense of community and connection by providing opportunities for interactivity among themselves and facilitator, in order to develop a sense of personality and social presence. Adult learners often place their experiences of life on distance learning programme, this experience has made the learner measures of traditional face-to-face to be considered as less important.

Also, the revitalized and rechristened National Open University of Nigeria (NOUN) in 2002 has been against the backdrop of the realization that distance education has emerged as an increasingly important policy options for educational planners in developing countries which Nigeria belongs. The adoption of the distance education mode of instruction delivery shows that it is an educational process in which a significant proportion of the teaching I conducted by "someone" removed in space and time from the adult learners. The link between that "someone" and the learner is therefore necessarily provided by different means of communication and instruction (Perraton, 2001). Adult learners are matured and displayed a total readiness to study, but, the gap between teachers, tutorial facilitators, and the student counselors is responsible for the regular under the achievement of learning objectives.

However, in view of the above backgrounds, there is need to examine the effect of experience of adult learners of distance learning programme of National Open University of Nigeria (NOUN) in Ekiti State in order to use the study as a tool communicate to all participants of distance learning programme methods and scholarly ideas that will improve the functions of experience of adult learners in distance learning programme.

Purpose of the Study
The purposes of the study are:
- To find out the positive effects of experience of adult learners in distance learning programme of NOUN.
- To find out the cause of the negative effect of experience of adult learners in distance learning programme of NOUN.
- To find out the effects of instruction delivery on experience of adult learners in distance learning programme of NOUN.
- To find out the proportion of teaching conducted online on the academic performance of adult learning in distance learning programme of NOUN.
- To draw conclusion, and create scholars and useable recommendation about experience of adult learners in distance learning programme of NOUN.

Statement of the problem
In order to give lasting solution to the experience of adult learners who are experiencing various clogs in learning of distance learning programme of NOUN, the following problems are stated:
- To what extent there is a clog between adult learners' experience and mode of instruction in distance programme of NOUN?
- What are the positive and negative effects of experience of adult learners in distance learning programme of NOUN and academic performance?

- What are the barriers that experience of adult learners in distance learning programme of NOUN placed on their studies?
- Dow does inadequate infrastructures affect the experience of adult learners in distance learning programmes of NOUN?

Research questions
The following research questions have been formulated:
i. What are the clogs between experience of adult learners and mode of instruction's delivery in distance learning programme NOUN?
ii. Does the experience of adult learner in distance learning programme have any positive and negative effects on their studies?
iii. Do adequate and inadequate infrastructures affect the experience of adult learners in distance learning of NOUN?
iv. What are the measures that can be used to improve the effect of experience on adult learners' academic performances?

Delimitation of the study
The study covers experience of adult learners in distance learning programme of National Open University of Nigeria (NOUN), in Oyo state, Nigeria. Only factors that relate to the topic will be touched.

Literature Review
Who is an Adult Learner?
What does it mean to be an adult? Should states and governments define when a person is considered and adult? Although the term adult may be used to define a "grown up person" (Collins Webster's dictionary, p.7), Merriam and Brochettt (2007) contend that, the notion of adulthood as a stage of life is a "relatively new concept" (p.4). Legal definitions of adulthood generally include some age guidelines that define when a personal becomes an adult, such as the ages of 18 to 21 in most of the United States. Bjorklund and Bee describe the adult stage as "emerging adulthood (when adolescence is ending) to the end of life" (2008, p4). These authors also categorize adults into four major categories: early adulthood, 20-39; middle adulthood, 40-64; older adulthood 65-74; and late adulthood; 75 and older. They further distinguish latter life in three additional age categories of young-old (ages 65-75), old ages 75-84, and oldest-old (85 and older), and important distinction given the rapid and consistent rise in the older population. Bjorklund and Bee maintain that as major life tasks, work and personal roles, and educational needs change throughout adulthood, learners of all ages differ in their motivations, access, and abilities to learn in a variety of venues.

Nevertheless, the definition of adult is for the most part culturally and socially derived. Researchers in other countries and cultures may capture ideas about adults differently than western cultures, often including other factors besides chronological age in their

understanding of adulthood, such as gender, ethnicity, religion, behaviours, and other cultural norms of any particular social milieu. Psychological maturity levels and social roles, as well as life situations, also define adulthood. For instance, persons younger than 18 who are parents or caregivers of others, or "traditional" age university students working full time to support themselves and pay tuition, may be considered adults. So in a real sense, and for the purpose of this research study, persons may be considered adults when they have taken on the social, psychological, and/or economic roles typically expected of adults in their cultures and collective societies. Bjorklund and Bee (2008) clarify this concept with their caution that "age is just a number" (p 13) that adulthood has several dimensions that affect learning. While chronological age represents the literal number of years one has lived, biological or functional age (physical condition), psychological (developmental maturity), and social age (perception of roles and exceptions at any given point in life) are different measures of age that may significantly impact an adult's desire for an ability to pursue learning.

Life Span and Life Expectancy

The maximum human life span is typically considered to be 110 to 120 years (Merrian, Caffarela, and Baumgartner, 2007). Life expectancy is the average number of years a person can expect to live, based on current age (Mott, 1999) for the total population is 78.1 years (national center for health statistics, 2009), laggings behind the life expectancy of persons in developing countries. Statistics show that women live longer than men. Although the gap of life expectancy between the Black and White populations has narrowed, it still persists, with life expectancy at birth for Whites 4.9 years longer than that of the Blacks (National Centre for Health Statistics, 2009).

As a result of longer life expectancy, the population of adults ages 65 and older is increasing at an unparalleled rate. Population projections predict that within the next 10 years, older people will outnumber children for the first time in history.

Adult Development

Change and development are integral to the human life span, and many development theories attempt to explain this process. Human development is recognized as a lifelong process, but as Jordan (1978) says "in our culture, adulthood as process, it now seems to demand an explanation" (quoted in Clark and Caffarella, 1999). Clark and Cafarella classify perspectives of human development as biological, psychological, socio-cultural, and integrative. The biological perspective acknowledges that the physiological changes in humans are driven by both primary and secondary aging. Biological aging may result in changes in vision and hearing, contribute to the onset of serious illnesses, and

cause mobility issues, which may affect the capacity for growth and development as well as interest in learning.

From a socio-cultural perspective, Gardiner and Kosmitzki (2005) maintain that, the social and cultural aspects of one's life and environment fuel growth and development throughout the life span. Included in the socio-cultural view are considerations of how race, class, ethnicity, social class, gender, sexual identity and physical ability shape one's growth and development throughout adulthood. Finally, integrative theorists suggest that models of development must be comprehensive and include psychological, socio-cultural, and biological changes and interactions throughout the life span (Magnusson, 1995). Socio-cultural and integrative perspectives have led to further expansion of theories regarding human development that take in to account and honour the intersections and interactions of race, class, gender, ethnicity, ableness, and sexual identity.

As Merriam (2001), "the concept of development is most often equated with change" ad theories of human development influence the ways in which adult educators may work with adult learners. Understanding these theories may help adult educators examine their role in the lives of their students in order to better facilitate programs and activities for adult learners that foster development.

Adult learners and learning activities

Adult learners are those adults who engage in learning activities that may promote "any sustained change in thinking, values or behaviour (Cranton, 1992) adult learners participate in many types of formal and informal education activities that they hope will help them "function effectively in the changing world around them" (Taylor, Marienau, and fiddler, 2000,) "for the purpose of achieving some personal sense of fulfillment, for bringing about improvement in their lives, or even for the sake of leisure or recreation" (Mott, 1999). Some of the first studies which examined the reasons adults learners participate in educational activities of any kind were conducted by Howle (1961) and Johnstone and Rivera (1965). Howle, in his interviews with 22 adult learners, found that they could be categorized into three groups based on their reasons for participation:

a. Goal oriented learners, who seek to achieve specific outcome;
b. Activity- oriented learners, who like t be engaged but did not necessarily care what the activity was; and
c. Learning-oriented learners, who like to learn for learning's sake

In their 1965 survey research, Johnstone and river discovered that 22% of American adults had participated in learning activities in the year preceding the survey and that most of these activities involved learning new or practical skills rather than pursuing academic study.

Other adults may engage in less formal and more self-directed activities to enhance their personal or spiritual growth to take on hobbies, or learn skills that may improve their daily lives. In short, the learning activities in which adults engage are as diverse as adult learners themselves. There are no typical adult learners. Instead, adult learners represent a diverse set of individuals with distinctive demographics, social locations, aspirations, and levels of preparation (Usher, Brayant and Johnston, 1997).

Generational Differences

Another factor facilitating the understanding of adult learners has to do with generational differences, an under- researched trend fuelled by interest from practitioners in higher education and workplace training programs. Generational differences focus on the birth cohort, socio-cultural factors, and historical influence in learnings' lives. Lowery (2001) defines a generation as a series of birth cohorts who share a common location in history and a common peer personality that reflects a collective identity.

However, because of their experiences and socio-cultural influences, persons in different generation or birth cohorts may have wide-ranging values and belief systems, varied life experiences, widely dissimilar learning and work styles, and diverse perspectives on the use and creation of knowledge, technology and learning. Adult educators should consider that for the first time in history- four distinct-generations at once may be present in the workplace and adult education learning environments, potentially posing challenges to effectively serve all adult learners in the same learning context.

Currently, most of the literature on generational differences and its impact on learning and work styles are found primarily in the popular press and additional empirical research concerning these ideas are needed. Missing thus far from the discourse concerning generations is considerations of how gender, racial, ethnic, class, and sexual identity may also therefore impact educational access and achievement in adulthood. Further development and empirical research on generational difference should include diverse groups in the research to develop more accurate understandings of learning differences in and among generations (Hansman, 2000).

Concept of Learning in Adulthood

Learning in adulthood can be distinguished from childhood in terms of the learning, the context, and to some extent the learning process (Merriam and Brockett, 2007). Individual understandings of learning dominated concepts of learning in adulthood until the late 20th century, when the context of learning prompted new knowledge of learning in adulthood. Malcolm Knowles's Assumptions and principles concerning adult learners were widely adopted in the 20th century as helpful in understanding adult learners. Andragogy, defines as "the art and science of helping adults learn" (Knowles 1980); and concept of self-directed learning contributed to the definition of adult learners. Knowles proposed several assumptions regarding typical adult learners, declaring that adult learners are those who possess independent self –concept and capable of directing their own learning from a rich reservoir of their own life experiment; have learning needs prompted by their changing life roles, and are internally motivated towards problem-centered learning that has immediate application to their lives Knowles (1980). Self-directed learning-adult assuming control of their learning (Merriam and Brokett, 2007) is another commonly held assumption about adult learners, but one which varies widely among learners. Merriam (2001) describes the goals of self-directed learning from three perspectives. Self-directed learning postulated by Merriam seems to be the type offered to adult learners in distance learning programme of National Open University. The three perspective of self-directed learning highlighted by Merriam (2001) include; humanistic philosophical stance, posit that adult learners can develop their capacity to be self- directed. That is, depending on their life experience existing knowledge and motivating learners have varying degrees of self- directedness and can develop it further, motivated by self on others' direction.

A second perspective on self-directed learning is that it may facilitate adult to experience transformational learning through critical self-reflection (Mezirow and Associates, 2000, Taylor, 2008). Transformational learning attempts to explain how adults make learning from their life experiences. Mezirow and his associates propose that the orienting dilemma, such as a job loss, that may lead to reflection discourse with others, expanding adult learners' historical and cultural understandings of their needs, wants and interests which may lead to new self-knowledge and further, opening the door for future learning and development.

A third view of self-directed learning embraces the "promotion of emancipator learning" where learners are positioned more for social and political action than individual learning (Merriam, 2001) has long promoted self-directed learning from this perspective, arguing that "a view of learning that regards people as self-contained, volitional beings scurrying around in individual projects, works against collective and cooperative impulses, resulting in an excessive focus on the self. Given that self-directed learning helps promote the constructivist and contextual nature of knowledge, reflection creative problem solving, and critical thinking, proponents of self-directed learning advocate the importance of adults' self-directedness as a particularly critical skill for the global market place".

Understandings of adult learners have frequently focused on individual learners and psychological approaches to learning and development, but in the past 20 years, expanded understandings of learning have recognized broader contexts and structural factors that may impact learning (Caffarela and Merriam, 2000).

Problems and Prospects of Open and Distance Learning in Nigeria

Distance education as a means of providing access to education, particularly tertiary level education has gained great prominence in the world. Nigeria has taken giant steps of recent to introduce open and distance programme. This chapter explores the major terms inherent in open and distance education, its potentials, possible factors that may inhibit successful implementation of programme, and the use of how and high technological tools for its implementation.

Every nation invest in education because it can produce unquantifiable benefits for individuals, organizations and the society as a whole education is provided through formal and informal means. In formal settings the conventional (face- to- face school instruction) and distance education (offered with separation in terms of physical location of instructors and students) have been used to provide educational opportunities to recipients. Open education thought not new in Nigeria has been given much prominence of recent. Many Nigerians benefited through the open education (correspondence) of Rapid Result College and Exam Success Correspondence College, among others. In fact, like the Universal Basic Education (UBE), distance education is one the major pivots, on which the present Federal administration in Nigeria hopes to improve the quantity and quality of instruction in Nigeria schools. It is also a means of providing access to basic and tertiary education for Nigerians. Policy statement and actions have given fillip to the determination of the government to make a success of the programme.

The revised National Policy on Education (Federal Republic of Nigeria, FRN 2004) detailed the global of distance education should be to;

i. Provide access to qualify education and equity in educational opportunities for those who otherwise would have been denied.
ii. Meet special needs of employers by mounting special certificate courses for their employees at their workplace.
iii. Encourage internalization especially of tertiary education curricula.
iv. Ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work.

To achieve these goals it is stated that the federal government of Nigeria shall ensure that distance education programme are equivalent is structure and status to those offered by face-to-face mode of instruction, and that the government shall encouragement and regulate distance education programme in Nigeria. It shall also establish education advisory body to advice government on distance education, promote distance education nationwide, liaise with existing educational regulatory bodies and institutions offering distance education, liaise with media establishments, encourage provide efforts and other non-governmental organisation the provision of quality distance education programme at all levels and strengthen the capacity of existing institution providing distance education (FRN, 2004).

An advert by the National Open Distance Learning Programme (NONLP, 2002) gave insight into efforts made to kick-start the open and distance learning programme in Nigeria. It noted the enactment of national policy on Open and distance Learning (ODL) Blueprint; organization of National, sub-regional and regional conferences and workshops on material development for ODL; seeking assistance from coordinator for ODL. The advert opined that the programme is meant to be used to tackle the priority areas of national need, and provide access equitable education opportunities for those who otherwise would have been denied. The plan is to establish the National Open School within local government areas. The priority now is starting the National Open University.

Despite these laudable steps and commendable mission statements, the question remains, whether Nigeria can make a success of the open and distance learning programme. Will the "Nigerian factor" not impact on the implementation of the programme? Will there be continuity so that this experiment will not end like that of the early 80s.

Roles of National Open University of Nigeria (NOUN) in the Promotion of Distance Education in Nigeria

NOUN, a Federal Government-owned University has emerged as the first dedicated university in Nigeria to introduce education through distance learning mode. The vision statement of the University is that the NOUN is to be regarded as the foremost university providing accessible and enhanced quality education anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers. While the mission statement is that NOUN is to provide functional cost effective, flexible learning, which adds life-long value to quality education for all who seek knowledge. In addition to the broad vision and mission statements the university had eight major objectives which are listed below.

1. Provide a wide access to education generally but specifically in university education in Nigeria.

2. Ensure equity and equality of opportunities in education
3. Enhance education for all and life-long learning
4. Provide the entrenchment of global learning culture
5. Provide instructional resources via an intensive use of ICTs
6. Provide flexible, but qualitative education
7. Reduce the cost, inconveniences, hassles of and access to education and its delivery.
8. Enhance more access to education.

In NOUN, study centres are the main contact place for students learning activities. These centers are thus, the backbone of the distance learning methodology of the university. Presently, NOUN has 28 study centres spread across the length and breadth of the country as against the initial 18 temporary study centres approved by the federal government for takeoff of the University in the year 2002. In addition the university has special study centers which cater for specialized groups, such as the prison inmates, and Armed forces personnel. The projection of the university is to have a study centre in every state capital, and at every local government of the federation. This will enable the University to achieve its stated objectives.

In conclusion, experience of adult learner in distance learning programme of National Open University of Nigeria (NOUN) is that can be said to be relying on the readiness of the learners (adults) themselves, simply because, the distance education mode is geared to deliver the best learning possible through constant modifications, movements and shift of the means of education to meet up with modern days trend. Adult learners who are inherently motivated to study tend to record success, since all inadequacies that are peculiar to distance learning programme just offered in NOUN are the major factors that necessitate reformations and enactments of policies that will enhance their (inadequacies) amendments. It is justifiable to note that, adult learners should not depend on their facilitators as key resource persons, but on their learning abilities and readiness through voluntary interactivity with facilitators and peers alike to reinforce their learning.

Also, adult learner and the manner in which he/she learns best have been questioned and researched since 1920s, When adult education become a professional field of practice (Merriam, 2001). Today, most adults conceptualize learning as an instructor-designed and instructor-led endeavor that occurs in classrooms where students sit to learn from "Sage on Stage". This is the model with which most adults grew up (Tweedell, 2000) and this has various effects positively and negatively on the experiences of adult learners in distance learning programme of National Open University, Since learning environments that are more online based (ICTs) are new to most adult learners, who

have to learn new method of learning in this kind (online) setting Adult learners need to adapt and change as they learn how to use this new medium, and this may be difficult, and too tasky to them.

Adult learners are different from traditional college students. Many adult learners have responsibilities (e.g. families, and jobs), and situations (e.g. transportation, child care, domestic violence and the need to earn an income) that can interfere with the learning process of learning far from classroom (distance learning). Most adults enter educational programs voluntarily and manage their classes around work and family responsibilities. Some adult learners are highly motivated and task-oriented (Merriam and Caffarella, 1999), while others may have less task-orientation skills due to multiple careers, fewer stable social structures to rely on, since life is complex due to career, family, and other personal choices, all of which constitute experience of adult learners learning abilities about distance learning programme of National Open University of Nigeria (NOUN).

RESEARCH METHOD
Research design according to Kerlinger (1978) is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. Plan is the overall scheme or programme of the research and structure refers to the outline, while strategy refers to the form in which the research question or hypothesis is to be tackled.

Population
The population of this study comprises of all adult learners and facilitators and lecturers in the department of Adult Education of distance learning programme of National Open University of Nigeria in Oyo State.

Sample and Sampling Techniques
The sample for this study was one hundred and fifty (150) adult learners who are within reach at National Open University of Nigeria. One hundred and fifty (150) adult learners were selected using random sampling technique.

Research Instrument
A structured questionnaire was used for the collection of data from respondents which include adult learners, facilitators and lecturer.

Data Analysis
The collected data were analysed with frequency counts, percentage and Likert 5 Scale points of Strongly Agree (S A), Agree (A), Strongly Disagree (S D), Disagree (D) and Undecided (U D).
Results and Discussion
Research Question 1: What are the clogs between the adult learning and mode of instruction's delivery in distance learning programme of NOUN?

Table 1: Mode of instructions delivery in distance learning programme

Question	Response	SA	A	D	SD	UD	Df	X²	P
There is need to ensure access and equity in education to all Nigerians.	Frequency	75	30	38	7		3	63.813	<0.05
	%	50.0	20.0	25.3	4.7				
	Expected	37.5	37.5	37.5	37.5				
Quality control and standardization of instruction are non-negotiable.	Frequency	53	23	66	8		3	56.880	<0.05
	%	35.3	15.3	44.0	5.3				
	Expected	37.5	37.5	37.5	37.5				
Education should be given at affordable prices.	Frequency	82	16	30	15	7	4	121.800	<0.05
	%	54.7	10.7	20.0	10.0	4.7			
	Expected	30.0	30.0	30.0	30.0				
There is the need for inbuilt formative evaluation of the open learning.	Frequency	69	7	67		7	3	99.280	<0.05
	%	46.0	4.7	44.7		4.7			
	Expected	37.5	37.5	37.5		37.5			
Experience of adult learners and mode of instruction's delivery in distance learning programme of NOUN is favourable.	Frequency	74	23	38	7	8	5	102.067	<0.05
	%	49.3	15.3	25.3	4.7	5.3			
	Expected	30.0	30.0	30.0	30.0	30.0			

The result above shows that majority of the respondents 70% agreed that there is need to ensure access and equity in education to all Nigerians. 50.6% of the respondents agreed that Quality control and standardization of instruction are non-negotiable. 65.4% of the respondents agreed that Education should be given at affordable price. 50.7% of the respondents agreed that there is the need for inbuilt formative evaluation of the open learning. Lastly 64.6% of the respondent's experience of adult learning programme of NOUN is favourable. These results were significantly confirmed by the Chi square figures and it implies that the clogs between the adult learners and mode of instruction's delivery in distance learning programme of NOUN.

Research question 2: Does the experience of adult learner in distance learning programme has any positive and negative effects on their studies.

Table 2: Experience of adult learners in distance learning programme

Question	Response	SA	A	D	SD	UD	Df	X²	P
The experience of adult learner in distance learning programme has effects on studies	Frequency	46	38	66			2	8.320	<0.05
	%	30.7	25.3	44.0					
	Expected	50.0	50.0	50.0					
Adult learner experience in distance learning programme have negative effects on studies	Frequency	66	31	39	14		3	37.573	<0.05
	%	44.0	20.7	26.0	9.3				
	Expected	37.5	37.5	37.5	37.5				
Adult learners should translate the knowledge acquired into practical life enhancement projects that could yield economic prospect	Frequency	54	21	67	8		3	60.933	<0.05
	%	36.0	14.0	44.7	5.3				
	Expected	37.5	37.5	37.5	37.5				
There is poor outcome of the adult learner in distance learning program	Frequency	89	16	38	7		3	107.867	<0.05
	%	59.3	10.7	25.3	4.7				
	Expected	37.5	37.5	37.5	37.5				
The experience of adult learner in distance learning programme enable the learner to know and appreciate education	Frequency	62	7	66	7	8	4	128.733	<0.05
	%	41.3	4.7	44.0	4.7	5.3			
	Expected	30.0	30.0	30.0	30.0	30.0			

The results above shows that majority of the respondent 56% agreed that the experience of adult learner in distance learning programme has positive effects on studies. 64% of the respondents agreed that adult learner experience in distance learning programme have negative effects on studies. 50% of the respondents agreed that adult learners should be able to translate the knowledge acquired into practical life enhancement projects that could yield economic prospect. 70% of the respondents agreed that there is poor outcome of the adult learner in distance learning programme. Lastly 48.7% of the respondents disagreed that the experience of adult learners in distance learning programme enables the learner to know and appreciate education in life. These results were significantly confirmed by the Chi Square figures and it implies that the experience of adult learner in distance learning programme has any positive and negative effects on their studies.

Research question 3: Do adequate and inadequate infrastructures affects the experience of adult learners in distance learning of NOUN?

Table 3: Infrastructures and experience of adult learners in distance learning programme

Question	Response	SA	A	D	SD	UD	Df	X^2	P
Provision of more equipment can make the learning for the learners more interesting	Frequency	45	31	46	28		3	6.960	<0.05
	%	30.0	20.7	30.7	18.7				
	Expected	37.5	37.5	37.5	37.5				
The study centre is conducive for learning and teaching activities for adult learners I distance learning of NOUN	Frequency	52	15	61		22	3	40.240	<0.05
	%	34.7	10.0	40.7		14.7			
	Expected	37.5	37.5	37.5		37.5			
Inadequate infrastructures affect the experience of adult learners in distance learning of NOUN	Frequency	61	29	45	15		3	31.653	<0.05
	%	40.7	19.3	30.0	10.0				
	Expected	37.5	37.5	37.5	37.5				
The structure in NOUN centres are conducive for learning and teaching activities	Frequency	68	15	67			2	36.760	<0.05
	%	45.3	10.0	44.7					
	Expected	50.0	50.0	50.0					
The teaching and learning materials are adequately available for teaching and learning	Frequency	68	30	52			2	14.560	<0.05
	%	45.3	20.0	34.7					
	Expected	50.0	50.0	50.0					

The results above revealed that 50.7% of the respondents affirmed that provision of more equipment can make the learning for the learners more interesting. 44.7% of the respondents agreed that the study centre is conducive for learning and teaching activities for adult learners in distance learning of NOUN. 60% of the respondents agreed that inadequate infrastructures affect the experience of adult learners in distance learning of NOUN. 55.3% of the respondents agreed that the structures in NOUN Centres are conducive for learning and teaching activities. Lastly 65.3% of the respondents agreed that the teaching and learning materials are adequately available for teaching and learning. This affirms that adequate and inadequate infrastructures affect the experience of adult learner in distance learning of NOUN.

Research question 4: What are the measures that can be used to improve the effects of experience on adult learners' academic performances?

Table 4: Effects of experience on adult learners' academic performance in distance learning programme

Question	Response	SA	A	D	SD	UD	Df	X^2	P
Government take proactive measures to improve the experience on adult learners academic performance	Frequency	60	8	82			2	57.760	<0.05
	%	40.0	5.3	54.7					
	Expected	50.0	50.0	50.0					
Good morale and quality of lecturer enhance experience of adult learner performance	Frequency	82	8	52	8		3	104.827	<0.05
	%	54.7	5.3	34.7	5.3				
	Expected	37.5	37.5	37.5	37.5				
Implementation of government policies on distance learning of NOUN improve the effect of experience on adult learners academic performance	Frequency	60	23	67			2	22.36	<0.05
	%	40.0	15.3	44.7					
	Expected	50.0	50.0	50.0					
The use of local resources and indigenous technologies for teaching and research in the Open learning will improve adult learners academic performance	Frequency	66	24	52	8		3	55.333	<0.05
	%	44.0	16.0	34.7	5.3				
	Expected	37.5	37.5	37.5	37.5				
Closeness between the learners and lecturer will improve the experience of adult learners academic performance	Frequency	68	16	66			2	34.720	<0.05
	%	45.3	10.7	44.0					
	Expected	50.0	50.0	50.0					

The results above shows that 54.7% of the respondents disagreed that government take proactive measures to improve the experience on adult learners academic performance. 60% of the respondents agreed that good morale and quality of lecturer enhance experience of adult learner academic performance. 55.3% of the respondents agreed that implementation of government policies on distance learning of NOUN improve the effect of experience on adult learners academic performance. 60% of the respondents agreed that the use of local resources and indigenous technologies for teaching and research in the open

learning will improve adult learners' academic performance. Lastly 56% of the respondents agreed that closeness between the learners and lecturer will improve the experience of adult learners' academic performance. This affirmed that the measures that can be used to improve the effect of experience on adult learners academic performances.

DISCUSSION OF FINDINGS

From the analysis presented in table 1, 2, 3, and above revealed that a clog exists between the experience of adult learners and mode of instruction's delivery in distance learning programme of NOUN. It also shows that experience of adult learner in distance learning programme has either positive or negative effects on their studies. Findings revealed that adequate and inadequate infrastructures affect the experience of the adult learners in distance learning of NOUN. Findings of the researcher also indicated that there are measures put in place that can be used to improve the effect of experience on adult learners' academic performance(s).

Conclusion

This study assessed the experience of Adult Learners in distance learning programme of National Open University of Nigeria (NOUN). The study concludes that a clog exist between the experience of adult learners and mode of instruction's delivery in distance learning programme of NOUN. It also shows that experience of adult learner in distance learning programme has either positive or negative effects on their studies. Findings revealed that adequate and inadequate infrastructures affect the experience of adult learners in distance learning of NOUN. Findings of the researcher also indicated that there are measures put in place that can be used to improve the effect of experience on adult learners academic performance(s).

Recommendations

The study recommends that distance learning education offered by National Open University of Nigeria should make adult learners to enjoy variation of benefits.
- Ministry of education and NUC should monitor National Open University and accredit all the programmes.
- The staff of NOUN should be more proactive in rendering their services.
- Distance education fees should be reduced by Government.
- Lecturer and learners of NOUN programmes should have place for face-to-face interaction to enhance academic performance.

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