

OPEN EDUCATIONAL RESOURCES' INFLUENCE ON PLANNING AND IMPLEMENTATION OF DISTANCE LEARNING: A CASE OF NATIONAL OPEN UNIVERSITY OF NIGERIA, AKURE STUDY CENTRE.

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Abstract

The study focused on Open Educational Resources (OERS) and their influence on planning and implementation of Distance Learning (DL): A Case of National Open University of Nigeria (NOUN), Akure Study Centre. Descriptive survey research Design was used. The study population comprised clientele of (NOUN), Akure Study centre, Ondo State, Nigeria, while the sample size of the study was Two hundred (200) clientele, selected through a simple random sampling technique. The instrument that was used to gather data was self- developed structured questionnaire by the researchers, entitled, " Questionnaires on Open Educational Resources Influence on Planning and Implementation of Distance Learning :A Case of National Open University of Nigeria, Akure Study Centre". The instrument was validated by two experts in test and measurement at Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria, while the instrument reliability was through test, retest method. 0.69 score was obtained as coefficient reliability. The research question was analyzed by the use of frequency counts and percentages, while research hypotheses were analyzed, using Pearson Product Moment Correlation. (PPMC). Conclusion was made that, OERS could induce self- study, facilitate clienteles accessibility to learning materials and that it has cost benefits to the clientele. Recommendations were made that restriction should not be placed on OERS for easy accessibility, DL clientele should be encouraged to be using OERS, since it enables them to have access to learning materials, which ordinarily they might not be able to afford its prices, and so on.

Keywords: Open educational resources, Planning, Distance learning, Accessibility.

Background to the Study

The best pathway to actualizing Education for All (EFA) agenda is through distance learning mode in Nigeria. (Adu, Eze, Salako and Nyangeechi (2013). It was further stated that the continuing growth in Nigeria population, the escalating demand

for education at all levels, the difficulty of acquiring education, through the traditional means of face to face classroom bound mode and the competition need to provide education for all, irrespective of environmental, social or cultural circumstances have means to respond adequately and cost effective

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means to the huge unmet demand for. It needs to be stated that satisfying individual passion for education through conventional educational institutions may not be feasible due to the present socio economic realities in the country. Akinwande (2016), notes that the implementation of Distance Learning (DL) as a component of non- formal education arises as a result of millions of Nigerians, that are yearning for education on a yearly basis, but not given admission. Observable since 1990's, over 78% of candidates applying for admission yearly into Nigerian Universities turn back over fifty thousand, even the qualified candidates, due to shortage of facilities to accommodate them. The above picture therefore promotes the implementation of DL in Nigeria. Hence, Holmberg (1990), defines DL as the various forms of teaching and learning at all levels, which are not under the continuous, immediate supervision of tutors present with their students in classrooms or in the same premise but, which never the less, benefits from the planning, guidance and tuition (i.e tutoring, teaching) of the staff of the tutorial organization.

Its main characteristic is that it relies on non- contiguous i.e face to face communication. Kaugruian, Watkins and Guerra (2001), opine that DL is a means of delivering useful learning opportunities at convenience place and time for learners irrespective of the institution providing the learning opportunities. Erinsakin (2016), stresses that the inordinate passion to acquire functional education is simply due to the perceived roles of education, which enable one to attain optional development in

all round perspective. Further, that education is a potent tool through which individuals and society can solve his/her or its challenges.

UNESCO (2012), reports that education makes one to be very alive to technological demands, eradicate poverty, discover his or her potentials, makes individuals to explore the environment, where one lives and operates to his or her advantages. Egunyomi (2015) maintains that education is synonymous with development. This informs the yearning for education, either through formal or non-formal mode.

The beginning of 21st century ushered in innovations in technological towards improving the quality of educational delivery and making it accessible to every interested persons in the society. One of such technological innovations is the use of Information and Telecommunication Technology (ICT), which basically is a combination of information-handling tools- a varied set of goods, applications and services that are used to produce, store process, distribute and exchange information. These include; radio, television, telephone services the new ITCS of computer, satellite, wireless technology and the internet (Olatumile, 2006). The use of Open Educational Resources (OER) is also worth nothing in this regards. Odotuyi and Erinsakin (2016), state that in the 21st century, Open Education Resources is in vogue considering its strengths in terms of guaranteeing a sustainable and quality education for national development and in all spare of human endeavours.

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Buckler (2012), defines OER as teaching and learning resources that reside in the public or have been released under an intellectual property licence since, it permits their free use and re-use for teaching and learning research. Thus, OERs is opened and freely assessed by individuals for different educational activities. It is also adopted today in the planning and implementation of distance learning programme.

Planning is a process, because it takes many forms and processes. Shapiro (2001), defines it as the systematic process of establishing a need and then working out the best way to meet the need, within a strategic framework that enable one's to identify priority and determines the operational guidelines. Planning is about thinking about strategy to achieve the desire objectives, solve problems and facilitate actions. Planning is very important in the implementation of any programme. Hence, an adage says, "who fails to plan, plans to fail" therefore, in order to achieve distance learning objectives, planning is a "sine-qua-non" and prerequisite. It is against this background that research was carried out on open educational resources influences on planning and implementation of distance learning: A case of National Open University of Nigeria (NOUN), Akure Study Centre.

Literature Review

Open Educational Resources (OERS).

The development of the information society and the widespread diffusion of information technology give rise to new opportunities for learning

(Organization for Economic Co-operation and Development (OECD), (2007). It was further stated that, for several years, higher educational institutions have been using the internet and other digital technologies to develop and distribute educational programme yet, until recently, much of the learning materials were locked up behind passwords within proprietary systems, unreachable for outsiders. Thus, the open educational movement (OER) movement aims at breaking down such barriers and to encourage and enable freely sharing innovation in the teaching and learning process in the 21st century, especially at higher educational level. Hence, there is growing competition, between higher educational institutions both nationally and internationally and rapid technological development.

The term open educational resources first came into use at a conference hosted by United Nation Educational Scientific and Cultural Organization and defined as the open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaption by a community of users for non-commercial purpose (Johnson, 2005). Buckler (2012), explains open educational resources as teaching and learning resources that reside in the public or have been released under an intellectual property licence that permits their free use and re-purposing by others. Caswell Henson, Jenson and Wiley (2008), submit that OERs provide open access to highly quality digital educational materials.

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In recent time, the roles of OERs have been globally applauded. OERs makes free access to education opportunity feasible, since it provides ample chances to several of flexible access to huge variety of free low-cost materials instant availability and personally arouses resources suit the individual needs (Marilyn, 2015).

UNESCO (2012), reports that universal access to high quality education is key to the building of peace, sustainable social economic development and intercultural dialogues Odotuyi and Erinsakin (2016)note that, nations, stakeholders in the provision of education, particularly higher education are on the race to ensure that their institutions of learning are OERs compliance for more accessibility quality researchers and enhanced self-learning habit he or she has potentials to support educational transformation and that it educational values has on the idea of using resources and integral method of communication of curriculum in educational courses. Since, its usage can make individuals to have opportunity to have access to learning materials, thus enhancing and improving human capacity to learn and make progress in learning. Students can also benefit immensely through OERs usage, because it makes them to have free access to learning materials, thus supplement in classroom (Abolio, Asenla and David, 2015). It was further states that, some students do not have access to highly quality education, however, OERs affords them from acquiring knowledge and skills.

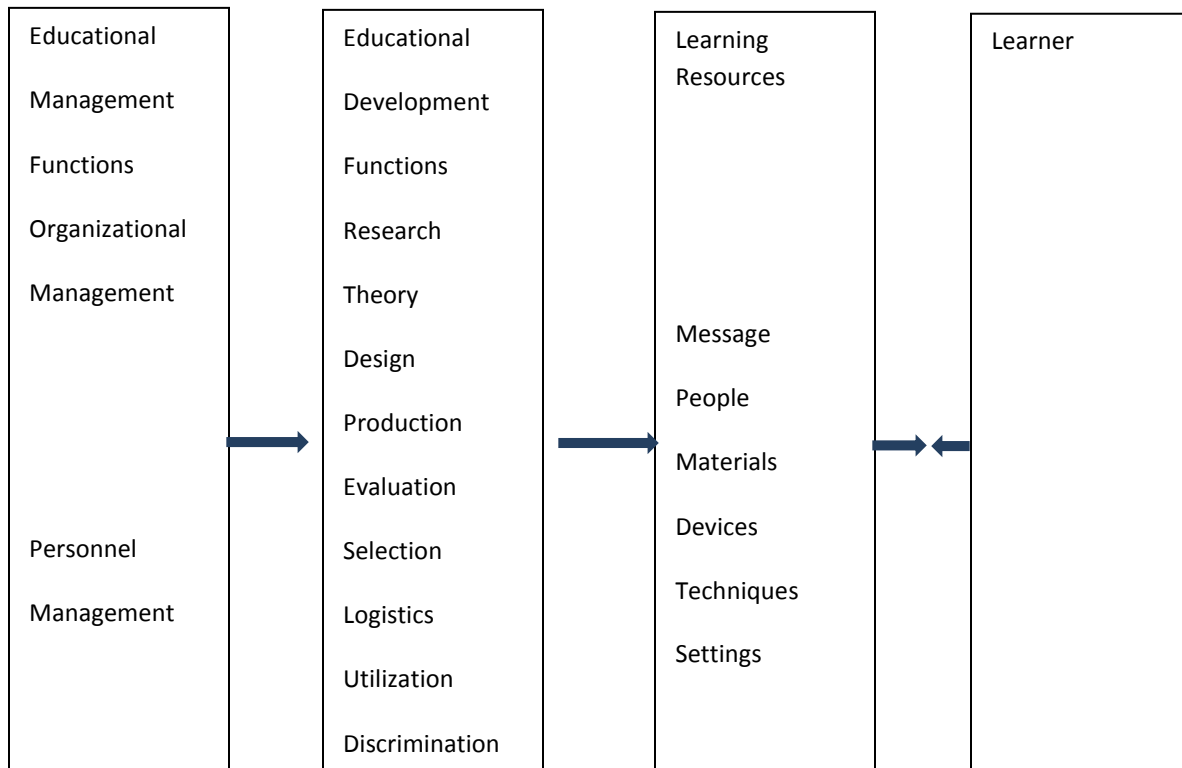
Fog and Por (2014) submits that OERs are very easy to find and access. It encourages also independent learning, make learning more flexible and students to be better prepared ahead of classes. Odotuyi and Erinsakin(2016) further express that OERs have helped to remove the constraints of financial incapability and lack of access to learning materials, which are preventing better academic performance of learners.OERs is a component of educational technology Educational technology can also be defined as the use of technology to improve education. It is also a systematic, interactive process of designing instruction or training used to improve performance. Thus, it entails the application of technology to facilitate learning and improve performance by creating, using and managing appropriate technological process and resources. What is very germane in the definition above is that educational technology focuses on application of scientific knowledge to tackle some practical challenges in education, practically, educational technology is a discipline that deals with the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning.

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FIG1: DOMAINS OF EDUCATIONAL TECHNOLOGY



Source: Association of Educational Technology (1979)

The domain in fig1 above covers five areas of educational technology (design, development, utilization, Management and evaluation).

1. Design: This refers to the process of specifying conditions for learning
2. Development: This refers to the process of translating the design specifications into physical form
3. Utilization: This refers to the use of process and resources for learning
4. Management: This refers to the process for controlling instructional technology

5. Evaluation: This refers to the process for determining the adequacy of instruction.

All the domains of educational technology exemplified above are all combined factors that can enhance, enrich and improve performance in education.

Statement of the Problem

The implementation of Distance Learning (DL) is not unconnected with the naked fact that, in many nations of the world, the few available conventional educational institutions, particularly are not enough to admit the numbers of candidates, who

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are desirous to acquire education through the conventional educational institutions, among other reasons. Open educational resources, is therefore as a strategy towards achieving this, thus making education more accessible and enable people of different categories who need education for different purposes in the society to actualize their educational aspirations and dreams.

The trust of this research, therefore is on open educational resources influences on pro-active planning and implementation of distance learning: a case of National Open University (NOUN), Ondo State, Nigeria. Some few pertinent question which keep on lingering in the minds of people are:

1. Can OERs facilitate accessibility to distance learning?
2. Can quality of teaching be enhanced by OERs, and so on. It is against this backdrop that this research was carried out.

Objectives of the Study

The general objective of the study is on open educational resources influence on management and implementation of distance learning: A case of National Open University (NOUN), Ondo State, Nigeria. Specifically, the study objectives are to:

1. Investigate the influence of OERs on effective self-study habit among the clientele of distance learning.
2. Examine the impact on accessibility to learning materials by the clientele.

3. Ascertain the influence of OERs cost-benefits of acquiring learning through distance learning.

Purpose of the Study

The study is significant because of the following reasons;

Firstly, the finding of the study will help public particularly the educational community to know the importance of OERs accessibility to education. Besides, the result of the research will also help to provide information that, through OERs.Distance learning participants can have access to quality teaching and learning materials, freely.

In addition, the findings of the study will provide reliable information on whether or not the distance learning objectives can be achieved or not through OERs utilization.

Furthermore, the result of the research will lend credence or justify the investment on OERs as a means of enhancing the implementation of distance learning.

Finally, the study will contribute to extant literature within the confine of the study, they serves as a source of reference to researcher(s), who will conduct research(es) in related area(s) of the study in future. This will be made possible through on-line (internet) service.

Research Question

- 1.Can OERS influence self-study among the clientele of distance learning?

Research Hypotheses

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Two research hypotheses were raised to guide the study.

Ho1: There will be no significant relationship between OERs and learners' accessibility to learning materials in distance learning.

Ho2: There will be no significant relationship between OERs and cost-benefits of acquiring learning materials by distance learning clientele.

Methodology

Descriptive survey research design was used for the research. The population of the study comprised the clientele of Open National University of Nigeria (NOUN), Akure Study Centre, while the sample size of the study was Two hundred (200) clientele of NOUN Akure Study Centre, selected through a simple random sampling technique of using ballot paper.

The instrument used to gather data was self-developed structured questionnaire by the researchers, entitled, "Open Educational Resources Influence on Management and Implementation of Distance Learning: A case of National Open University Nigeria (NOUN), Akure Study Centre". The instrument was validated by two experts in test and measurement at Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria to ensure that it has both face and content validity.

Its reliability was done through, test retest method in which 0.71 score was obtained as coefficient reliability. This made the researchers to adjudge the instrument as having enough reliable values to be used for the study. The research question

was analyzed using frequency counts and simple percentage, while the research hypotheses were analyzed through the use of Pearson Product Moment correlation (PPMC).

Presentation of Results

Research Question:

Can OERs influence self-study among the clientele of Distance learning?

Table 1 showing responses of the respondents on the research question one that stated that, does OERs has influence on self-study. On item (1), 14 (7.1%), 24 (12.2%), 21 (11%) and 137 (70%) for Strongly Disagreed, Disagreed, Agreed and Strongly Agreed, while its mean is (\bar{X} =3.4). on item (2) 16 (8%) obtained for Strongly Disagreed, 23 (12%) Disagreed, 29 (15%), Agreed and 130 (66%) for Strongly Agreed, its mean is (\bar{X} =3.4).

On item (3), 150 (77%), 19 (10%), 18 (9.1%) and 09 (5%) for Strongly Disagreed, Disagreed, Agreed and Strongly Agreed, respectively, while its mean is (\bar{X} =1.4). on item (4), 143 (76%), responded for Strongly Disagreed, 17 (9%), for Disagreed, 11 (6%) Agreed and 17 (36.2%) for Strongly Agreed and its means is (\bar{X} =1.5). on item (5), 80 (41%), 06 (3%) 39 (20%) and 71 (36.2%), responses obtained for Strongly Disagreed, Disagreed, Agreed and Strongly Agreed while its mean is (\bar{X} =2.51).

Finally, on item (6), 22 (11.2%) obtained for Strongly Agreed, 14 (7.1%), Agreed, 35 (18%), Disagreed and 125 (64%) for Strongly Disagreed, while its mean is (\bar{X} =3.3). the average mean

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revealed ($\bar{X}=2.51$), which is greater than the mean scale of four ($\bar{X}=2.5$), thus, indicates that enhance independence or self-study among the clientele of distance learning.

Research Hypothesis One:

There will be no significant relationship between OERs and learners' accessibility to learning materials in distance learning.

Table 1: Frequency Counts and Percentages Showing Responses on can OERs Influence Self-Study among the Clientele of Distance Learning?

S/N	Does OERs influence self-study among the clientele of Distance learning?	SD	D	A	SA	MEAN	REMARKS
1.	The use of OERs encourage independent learning	14 7.1%	24 12.2%	21 11%	137 70%	3.4	Accepted
2.	The use of OERs is the best avenue to embark on self-learning	16 8%	23 12%	29 15%	130 66%	2.4	Accepted
3.	OERs do not make me to do self-study	150 77%	19 10%	18 9.1%	09 5%	1.4	Not Accepted
4.	OERs usage is not offering best learning materials for self study	143 76%	17 9%	11 6%	17 9%	1.5	Not Accepted
5.	Without OERs I can still learn, independently	80 41%	06 3%	39 20%	71 36.2%	2.51	Accepted
6.	OERs affords me the best opportunity for self-study	22 11.2%	14 7.1%	35 18%	125 64%	3.3	Accepted
Total		425 36%	103 9%	153 13%	489 42%	2.6	Accepted

Table 2: Pearson Product Moment Correlation (PPMC) Showing Respondents' Responses on the Relationship between OERs and Learners' Accessibility to Learning Materials in Distance Learning.

VARIABLES	MEAN	STD. DEV	N	R	P	Sig.
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Open Educational Resources (OERs)	15.1456	1.5046	200	0.38*	.000	Sig.
Learners’ Accessibility to Learning Materials	16.4321	1.6314				

***Significant at .05 level**

The finding on table 2 revealed that, OERs could impact positively on learners’ accessibility to learning materials. Since, ($r= 0.38^*$, $N= 200$, $P<.05$). Null hypothesis rejected, therefore, Materials by distance

learning clientele.

Research Hypothesis Two: There will be no significant relationship between OERs and cost-benefits of acquiring learning.

Table 3: Pearson Product Moment Correlation (PPMC) Showing Respondents’ Responses on the Relationship between OERs and cost-benefits of acquiring learning materials by distance learning clientele

VARIABLES	MEAN	STD. DEV	N	R	P	Sig.
Open Educational Resources (OERs)	14.7023	1.4304	200	0.36*	.000	Sig.
Cost-Benefits of Acquiring Learning Materials Distance by the Clientele	15.6104	1.5302				

***Significant at .05 level**

The results on table 2 showed that, OERs has cost-benefits for the distance learning clientele. Since, ($r= 0.36^*$, $N= 200$, $<.05$). Therefore, Null hypothesis, rejected.

classes. Odotuyi and Erinsakin (2016) view on this is consonance with the finding i.e, OERs compliance have more accessibility to quality researches and enhance their self-learning habit.

Interpretation and Discussion of Results

The results of research question shows the average mean as ($\bar{X}= 2.51$), which is greater than the mean of four scale of ($\bar{X}=2.50$), thus indicates that open educational resources could enhance self-study by the clientele of distance learning. This aligns with the opinion of Michigan (2011) that OERs are very easy to find and access. It also makes learning more flexible and makes students to prepare ahead of their

The finding on research hypothesis (1) reveals that OERs could impact positively on accessibility to learning materials by the learners. Since, ($r <0.38^*$, $N=200$, $P<.05$). Null hypothesis, rejected.

Findings also agrees with the view of Odotuyi and Erinsakin (2016), that OERs could helped to remove the constraints of lack of access to learning materials, which are preventing better

