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**AN APPRAISAL OF ASYNCHRONOUS-E-LEARNING EFFECTIVENESS ON  
SELF-LEARNING HABIT AND FLEXIBILITY. A STUDY OF CONTINUING  
EDUCATION PROGRAMME IN ONDO STATE, NIGERIA**

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***Abstract***

*This study focused on appraisal of Asynchronous-E-learning effectiveness on self-learning habit and flexibility. A study of Continuing Education programme of Ondo State, Nigeria. Descriptive survey design was used. The study population comprised 1,048 clientele of the programme, from which, 250 respondents were drawn as a sample, through purposive sampling technique. Two hypotheses were raised. Two instruments were also used to gather data. They were; Instructional Package on English Language (IPEL) complemented with Focus Group Discussions (FGDs). Data generated was analysed using t-test while that of FGDs was done qualitatively. Findings of the research revealed that, Asynchronous-E-learning could*

*positively enhance effective self-learning habit and flexibility. Hence, t-calculated is greater than t-critical ( $48.26 < 1.96$ ). Also, that there could be learning flexibility. Hence, t-calculated is greater than t-critical ( $33.60 < 1.96$ ), hypotheses therefore rejected. Recommendations were made, that the use of Asynchronous-E-Learning in Continuing Education programme should be encouraged and promoted, favourable policies, logistics support also provided for the sustainability of the programme and hosts.*

**Keywords:** Asynchronous-E-Learning, Self-learning, Habit, Flexibility, Continuing education.

### **Background to the Study**

Extant literatures have revealed that myriad of challenges facing the contemporary world could be halted through functional and sustainable education. Hence, nations are taking measures at ensuring that their citizenry are educated. UNESCO (1993) opined, that a literate society is that which all her citizenry are engaging in learning. Observable, achieving functional education, through the formal system above may not be possible, considering the few available formal educational institutions and outrageous member of people that want to acquire formal education. Today towards achieving this, Continuing Education takes cognizance.

Bruner (1999) maintained that education is a continuous or life long process. Egunyomi (2015) stressed, that life-long education could be achieved through Continuing Education, which consists two main operational words, 'continuing' and 'education'. The former qualifying the latter. She further opined that 'continuing' is a bye-product of 'continue', and almost the same in meaning with 'persist', 'prolong', 'permanent' e.t.c. This means that, education in the life of individuals should be persisting, prolonging and enduring. Sarumi (2001) submitted that education ceases, when one ceases to live and in the indigenous or native context, it is still persisting, after death. This extrapolates the African belief in life after death (re-incarnation).

UNESCO (1997) stressed that education is a powerful tool to foster sustainable development, promoting democracy, justice, gender equity, scientific, social and economic development and for building a world, where violent and conflict are replaced with dialogue and a culture of peace, based on justice. Egunyomi (2015) asserted that this could be achieved through Continuing Education, which is a key component of Adult Education.

Akinpelu (1988) defined Continuing Education as a form of educational activity organized and run outside the formal school system. UNESCO (1997) also pointed it out, that it is education which gives opportunity to people to be able to engage in life-long learning and compensating the inadequacies of formal system of education by giving people a second chance. Succinctly, put, Continuing Education is

for human development, which also has a serious and positive implication on economic development of individuals and nations. The view expressed by scholars above on Continuing Education is simply that, it is remedial, complementary and supplementary in nature. Hence, it is built on earlier education. In other for nations of the world like, Nigeria to meet Education-For-All (EFA) agenda and that of Universal Basic Education (UBE). The Nigeria initiative and pro-active steps to achieve (EFA), the Federal Government of Nigeria and her states aggressively established centres for running Continuing Education. Hence, UNESCO (1993) noted that, it is a mechanism for human resources development, then, it must be addressed with a well-structured, organized, formulation of favourable and sustainable policies, thus guarantee human resources development.

Erinsakin (2007) observed, that learning outcomes and level of achieving behavioral objectives in Continuing Education programme is very dismal, discouraging and disheartening and that this remains a perennial issue, which the providers of the Programme are contending with in recent time. He further attributed this to several factors and particularly singled out the use of traditional method of teaching as largely responsible for this. Erinsakin (2007) therefore, argued that teaching methods or strategies like, Asynchronous-E-Learning and hosts should be put into use in the teaching and learning setting in Continuing Education, most especially, when the wind of Information Telecommunication Technology (ICT) is blowing across the world.

Stefan (2008) maintained that Asynchronous-E-Learning is facilitated by media, such as e-mail, discussion board, support works, and hosts. Further, he argued that, when the participants of Continuing Education programme could not be on-line at the same time learners can be learning at their different locations. Asynchronous-E-Learning brings flexibility to learning and assists those, that are facing with the challenges of work and time constraints (Stefan, 2008). Asynchronous-E-Learning enables learners to log on to E-learning, retrieved information and work on it and send it to their teachers. It is mainly learners' learning resources to facilitate information sharing outside the constraint of time and place, among a network of people.

Er et, al. and Haris et, al. (2009) maintained that in Asynchronous-E-Learning environment, learners are able to actively participate in learning activities, with opportunity to interact with their peers, provide themselves feedback and reflect on the status of their personal learning goals and outcomes. In line with this, Lorenzo and Ittelson (2005) opined, that it is a personal learning tool. According to him;

*Asynchronous communication and learning is by far the more popular learning type, because many of the learning tools are free, require minimal hardware and are used at the students pace.*

Bonk and Zhang (2006) and Hrastinki (2008) noted that with Asynchronous-E-Learning technology teacher can assess students understanding of concept taught and

adapt future course assignment to facilitate a higher level and more-in-depth understanding of the content. They equally stressed, that the learning mode can create an opportunity for on-line students to become self-reflective.

Hrastinski (2008); Skylar (2009), Meloni (2010) and elearner.com (2012) observed, that Asynchronous-E-Learning enriched students' products and portfolios; student and teacher collaboration and learner specific pacing to the individuals student need. Hastic, Hung, Chen, Kinskuk (2010), Simonson et, al. (2012) noted, that technologies associated with Asynchronous-E-Learning can improve the quality of student-teacher interactions, foster increased students' engagement and improved learning outcomes.

Studies have been conducted on impact of teaching methods on learning outcomes in Continuing Education in Ondo State, Nigeria. However, much studies have not be carried out on Asynchronous-E-learning effectiveness on self-learning habit and flexibility. This therefore, necessitated this study.

### **Statement of the Problem**

The discouraging learning outcomes precipitated the use of Asynchronous-E-Learning in Continuing Education programme in Ondo State, Nigeria. Thus, perceived to bring innovation and enhancing teaching and learning process, particularly, when dismal learning outcomes has been largely attributed to the traditional teaching method used by the facilitators, during teaching and learning setting. However, some pertinent questions, which keep lingering on in minds are:

- 1) can the use of Asynchronous-E-Learning method of teaching enhances effective self-learning among the clientele of Continuing Education in Ondo State, Nigeria?
- 2) is the use of Asynchronous-E-Learning enrich quality instructional delivery by the facilitators and hosts?

This therefore necessitated carrying out this research on an appraisal of Asynchronous-E-Learning on effectiveness of learning habit and flexibility. A case study of Continuing Education programme of Ondo State, Nigeria.

### **Objectives of the Study**

The following are the objectives of the study;

- i. The findings of the study will help to ascertain whether Asynchronous-E-Learning can bring about effectiveness in self-learning habit in Continuing Education programme in Ondo State, Nigeria.
- ii. The results of the study will also help to determine the impact of Asynchronous-E-Learning flexibility in Continuing Education programme of Ondo State, Nigeria and hosts.

### **Significance of the Study**

This study is significant, due to the following reasons;

- i. It will enable the providers and other stakeholders in Continuing Education programme to know the efficacy of Asynchronous-E-Learning on effectiveness of self-learning habit and flexibility.
- ii. Besides, it will also provide a base line data for the need to emphasize or stress the use of Asynchronous-E-Learning as an alternative or to complement teaching and learning strategy in Continuing Education programme.

### **Research Hypotheses**

Two hypotheses were raised to guide the study. They are:

Ho1: There is no significant difference, between Asynchronous-E-Learning and effective self-learning habit in Continuing Education programme of Ondo State, Nigeria.

Ho2: There is no significant difference, between Asynchronous-E-Learning and learning flexibility in Continuing Education programme of Ondo State, Nigeria.

### **Methodology**

Descriptive survey design was used. Hence, not everybody in the study population could be covered and the researchers interested in observing the normal occurrence of the variables, rather, than manipulating them. The population for the study comprised 1,048 participants of Continuing Education programme of Ondo State, Nigeria. Purposive sampling technique was used to select 250 respondents for the study from the two centres in the State with the highest number of enrolees for the programme. 120 respondents were picked from the first centre for Asynchronous-E-Learning method of teaching and learning group while 130 respondents for the traditional method of teaching learning group. Thus, constituted 250 respondents as sample for the study.

The instruments used were instructional package on English Language and complemented with Focus Group Discussions (FGDs) with the respondents comprised 5-11 people. In the first centre for the study, the respondents were exposed to Asynchronous-E-Learning method, while the respondents in the second centre were taught, by the use of conventional teaching method and were disallowed from interacting with one another. The learners in the two groups were given the same period to answer questions asked on the topic taught for the study.

The validity of the instruments was done by the experts in test and measurement of Adeyemi College of Education, Ondo while the reliability of the instruments were determined, through test, re-test method in which the same items were administered to the learners, that constituted the sample for the study at two weeks interval in both the Asynchronous-E-Learning and conventional teaching learning groups. The scored which they obtained comparatively were almost the same. Hence, the instruments were adjudged to be reliable for the study, while another centre not

used for the study was used for the FGDs, reliability. T-test was used to analyse the data generated from the respondents.

**Table One:**

**Ho1: There will be no significant difference, between Asynchronous-E-Learning and Effective self-learning Habit in Continuing Education Programme of Ondo State, Nigeria**

Variables	N	$\bar{X}$	S D	DF	t-cal	t-critical	Decisions
Asynchronous-E-Learning	120	4.46	.77	248	48.24	1.96	Sig.
Conventional Teaching Method	130	1.18	.64				

Table one above showed, that the t-calculated of 48.24 is greater than the t-critical of 1.96. Hence, the hypothesis was rejected. This implies, that Asynchronous-E-Learning could induce effective self-learning habit in Continuing Education programme of Ondo State, Nigeria. Lending credence to these findings, Stegan (2008) submitted, that Asynchronous-E-Learning could make learners to carry out self-learning and this could also improve their study habits. Erinsakin (2007) asserted, also that this mode of learning gives opportunity to learn own their convenient period of time. The results from the FGDs further supported the above findings. Assertively, a participant of Continuing Education, during the FGD session said that;

*The use of Asynchronous-E-Learning has made me to learn on my own without interacting with anybody. This has actually makes this programme more easy and convenient for me. I can do things on my own, whenever I feel like (FGD).*

Another clientele of the programme maintained that:

*One thing I like about this programme is nothing, but self-learning opportunity through the Asynchronous-E-Learning introduced to the programme(FGD).*

**Table Two:**

**Ho2: There will be no significant difference, between Asynchronous-E-Learning and learning flexibility in Continuing Education of Ondo State, Nigeria.**

Variables	N	$\bar{X}$	S D	DF	t-cal	t-critical	Decisions
Asynchronous-E-Learning	120	4.60	.86	248	33.60	1.96	Sig.
Conventional Teaching Method	130	1.24	.72				

Table two above revealed, that the t-calculated of 33.60 is greater than t-critical of 1.96. Hence, the hypothesis is rejected. Thus, it has implication that Asynchronous-E-Learning could enhance learning flexibility. The above findings corroborate the view of Bonk and Zhang (2006) and Hrastinki (2008), that Asynchronous-E-Learning creates an opportunity for on-line students to become highly self-reflexive. Thus, giving room for learning flexibility. In line with this submission, Lorenzo and Itteison (2005) maintained that one of the greatest benefits of Asynchronous-E-Learning is its flexibility in terms of given learners free will to learn. Also, the findings from FGDs attested to this. Hence, a participant said that;

*The flexibility to learning, through the Asynchronous-E-Learning motivates me to enroll for the programme. This makes me to be enjoying learning process, and also makes it meaningful to me (FGD).*

### **Conclusion**

Based on the findings of the research, conclusion was made that the use of Asynchronous-E-Learning could enhance self-learning habit and flexibility in Continuing Education programme of Ondo State, Nigeria.

### **Recommendations**

Based on the results of the research, the following recommendations were made that;

- i. the use of Asynchronous-E-Learning in Continuing Education should be encouraged and adapted the facilitators of the programm.
- ii. the participants for the programme should have training in computer operation. This will enable then to be using Asynchronous-E-Learning mode for self-learning, perfectly and also stitumates their interests on it.
- iii. the providers and stakeholders in Non-Formal Education system should organize workshops and seminars to enlighten people on the potentials of using Asynchronous-E-Learning towards self-learning habit learning flexibility thus, achieving learning outcomes.
- iv. all the logistic supports that could sustain the use of Asynchronous-E-Learning should be adequately provided.
- v. favourable policies on the programme should be made by the government and hosts for its sustainability and it should not be politicized.

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