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Adult Motivation towards the Pursuance of Distance Education in Selected Universities in Ghana

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Abstract:

The main purpose of this study was to investigate adult motivation towards the pursuance of distance education in selected universities in Ghana. Four research questions were formulated to guide the direction of the study. Phenomenological design was employed for this study. In all 27 respondents were involved in this study using census sampling. The 27 respondents interviewed for the study were adults' learners aged 50 years and above in the three tertiary institutions selected, namely Valley View University, University of Cape Coast and University of Education, Winneba. An unstructured interview guide was used to collect data from the respondents. The data was transcribed and categorized into themes for analysis. The study revealed that the majority of the adult learners on the distance education programmes agreed that their main source of motivation and encouragement in pursuing higher education is to upgrade themselves and acquire higher job skills for self-development. The study also concluded that adult learners' motivation and encouragement in pursuing distance education is for them to be promoted at the work place, get better jobs, receive higher wages and as well receive higher bonuses and allowances when on pension. It was however recommended that due to the special needs of adult learners they should be separated from young adults and taught differently by focusing on their special educational needs and their psychological engagements.

Keywords: Adults, motivation, pursuance, distance education, universities, centres

1. Introduction

It is usual in most academic and scientific fields to have a common, yet distinct, vocabulary. Precise definitions are essential for communication within specific domains for instructors, students and, particularly, researchers who must construct operational definitions. It is strange that in a field as old as distance learning that such a distinct, shared vocabulary does not yet exist. Many authors have used the same terms to mean different things. Often, key distance learning terms are used without defining them, thus either assuming that the meaning is universal or simply ignoring the issue.

Phipps and Phipps (1999) stated, "It is important to understand what is meant by 'distance learning.' Because the technology is evolving, the definition of what distance learning is continues to change (p. 11)." In the same report, they illustrated the fact that much of the research in distance learning since 1990 has serious, methodological flaws and there is "a relative paucity of true, original research dedicated to explaining or predicting phenomena related to distance learning (p. 2)." We agree and believe that to conduct original, meaningful research, a foundation of operational definitions is required. Terms and definitions must be consistent.

As discussed by Agbofa (2015) distance education has been in existence for a very long time with many terms been used for it. Although many writers view it as an old concept, it seems there is a bone of contention about the concept of distance education (conventional forms of education) and modern technologically advanced forms of education. Some writers like (Anamuah-Mensah, 2002), (Osei-Anto, 2002) have endeavoured to define and delineate the concept in order to be more exact on what Distance Education means and what actually occurs in it. They have also attempted to express their views as to the effective practice of Distance Education.

It is believed that the Commonwealth of Learning (COL) (2004) explained Distance Education as the delivery of learning or training for those who are separated mostly by time and space from those who are teaching or training them. Thus, distance education has as its fundamental concept the separation of students and teachers by distance and sometimes by time which necessitates the introduction of an artificial communications medium that will deliver information and also provide a channel for interaction between the teacher and the students (Moore & Kearsley, 1996). Distance education, in contrast to traditional classroom or campus-based education, is characterized by a clear separation in space and time of the majority of teaching and learning activities, (Kaye, 1989) points out. He continues that teaching is

to a large degree mediated through various technologies like print, audio, video, broadcasting, computers and generally learning takes place on an individual basis through supported study in the student's home or workplace.

Perry and Rumble (1987) as cited in Agbofa (2015), in support of the foregoing, assert that in distance education, the learner and the teacher are not face-to-face but in order for a two way communication to take place between them, a medium such as print, radio, or telephone has to be used.

Even in their report, Phipps and Phipps (1999) used the terms distance education and distance learning interchangeably. For significant, research driven progress to be made concerning distance learning, definitions have to be semantically, as well as operationally, consistent within and across articles. Our profession should strive for a collaborative dialogue and a shared science whose findings are replicable and whose conclusions are interpretable. This study will intend propose a definition of terms and conditions related to the field of distance learning so that these terms can better form a common basis for the exchange of ideas and information, particularly for research and development. By defining the terms and conditions, it can be acknowledged that the meaning is constantly and dynamically constructed, and that definitions change as new knowledge is discovered (Phipps & Phipps, 1999).

To emphasize the current state of affairs, consider two definitions of distance learning that are representative of our observations across the field of distance learning. The United States Distance Learning Association defined distance learning in 1998 by Roblyer and Edwards (2000) as "the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance (p. 192)." This is a definition that does not distinguish formal and informal learning or different types of distance (temporal and physical)

Newby, Stepich, Lehman and Russell (2000) define distance learning as "an organized instructional programme in which teacher and learners are physically separated (p. 210)." This definition is even less specific in that it does not posit any effects on the learner and merely describes the existence of a programme in which, presumably, no learning at all might occur. We begin our proposal concerning "distance learning" beginning with the second word, "learning." Every general psychology and educational psychology textbook have at least one definition of learning. Most of these definitions are similar in many aspects, but different enough in their details to confuse. Some assume one knows what learning is and offer no concrete definition (Pressley & McCormick, 1995). Others use imprecise terminology such as "relative," as in "relatively permanent" (Good & Brophy, 1995).

Some definitions seem to deal only with behavior (Schunk, 2000), some only with knowledge (Mayer, 1987) and some deal with both knowledge and observable behavior (Slavin, 1994). Some authors pose two or more definitions and show no preference. Most of the authors cited also point out the differences between behavioristic definitions and cognitive definitions.

Few authors have dealt with the definition of learning as situated (Middle School Mathematics Through Applications Project Group, 1998). So, for distance learning to be adequately defined, some common stance on learning in general must first be taken. Taking into account these multiple perspectives and synthesizing these points, our proposed starting point definition of learning is: learning is improved capabilities in knowledge and/or behaviors as a result of experience.

Distance education or distance learning is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides access to learning when the source of information and the learners are separated by time and distance, or both. The earliest distance education courses may date back to the early 18th century in Europe (King, Young, Drivere-Richmond & Schrader, 2004). One of the earliest examples was from a 1728 advertisement in the Boston Gazette for Caleb Phillips, teacher of the new method of short hand, who sought students who wanted to learn through weekly mailed lessons. The first distance education course in the modern sense was provided by Sir Isaac Pitman in the 1840s, who taught a system of shorthand by mailing texts transcribed into shorthand on postcards and receiving transcriptions from his students in return for correction - the element of student feedback was a crucial innovation of Pitman's system. This scheme was made possible by the introduction of uniform postage rates across England from 1840 (King, et al., 2004).

The pursuit of knowledge through distance learning, whether it is learning how to dance, speak a foreign language, write a newsletter, improve your golf swing, or repair your car, has wonderful benefits for adults 50 years and more. This is because, it:

- Keeps your mind sharp
- Improves memory
- Increases self-confidence
- Offers an inexpensive way to try something new
- Saves money as you learn to do it yourself
- Gives you a feeling of accomplishment
- Helps you meet people who share your interests
- Builds on skills you already have
- Offers an opportunity to learn a new skill or trade and increase your income
- Gives you a new interest that you can share with family and friends

Continuing education or adult education also called lifelong learning classes are offered by most community colleges, trade or technical schools, many larger cities and counties, and public universities (King, et al., 2004).. In developed countries, if your community has a Parks and Recreation programme, that can be a wonderful and often inexpensive resource for taking classes in sports, art, dance, language, yoga, exercise and music (King, et al., 2004).

This study will concentrate on adults at age 50 and above or more pursuing their first degree via Distance Education in two public and one private University namely University of Cape Coast, University of Education Winneba and

Valley View University. Enrolment for the 2011 / 2012 academic year for UCC was twelve thousand one hundred and twenty-eight students (12,128), made up of eight thousand three hundred sixty (8,360) Education and three thousand seven hundred and sixty-eight students (3,768) Business. However, in 2012 / 2013 enrolment for Distance Education was twelve thousand three hundred and six (12,306) made up of nine thousand one hundred and twenty-seven (9,127) Education and three thousand, one hundred and seventy (3,170).

In the 2013 / 2014 academic year total enrolment for the under graduates programmes was sixteen thousand eight hundred and forty (16,840) made up of twelve thousand, nine hundred and seventy eight students (12,978) for education and three thousand, eight hundred and sixty two (3,862) Business students (UCC CODE Statistics department) (<http://ucc.edu.gh/aboutus>). Enrolment for University of Education, Winneba Distance Education received from (UEW, IEDE- CDE, STATISTICS, 2015) indicated that in 2015 the university admitted 1, 453 males and 1,469 females for diploma in education degree but 4,270 males and 5,254 females for degree in basic education degree, the total of which was 12446 students. But way back in 2011 / 2012 academic year the university admitted 20218 students for diploma and degree programmes in basic education. In 2013 / 2014 academic year the university again admitted 13, 145 students for their diploma and degree programmes.

Valley View University 2012 enrolment was nine hundred and twenty (920), 2013 enrolment was nine hundred and twenty-three (923), 2014/ 2015 was one thousand and five (1005) students. (Valley View Statistics for Distance). In all, with the statistics provided above and the current admission rates, it provides a firm standing that adults are increasingly being motivated to pursue higher education in the distance learning programmes. Statistics and data from all universities show that adult pursuance for higher learning in the distance education programmes is on the increase, as such it is against this background that this study is being conducted to access adult motivation towards the pursuance of distance learning in these Universities.

1.1. Problem Statement

Many studies have been done on distance education because it has become an integral part of many tertiary institution in Ghana and has made it possible for those who could not have access to conventional education to receive education close to where they reside. Manu and Agyapong (2014) examined the prospects of providing distance education to professional teachers studying at the University of Education, Winneba (UEW). The objectives of the study were to ascertain whether professional teachers accept distance education as an alternative to conventional education and also to find out if professional teachers understood the main purpose of distance education. Their study revealed that distance education was seen as an alternative to conventional education that enable most professional teachers to be able to combine their professional duties or work, allowing professional teachers to upgrade and update their skills and knowledge while at post.

Similarly, Akrofi (2010) examined the challenges and prospects of the distance education programme at the University of Education, Winneba (UEW). The study identified inadequate feedback from tutors, inadequate modules, inadequate support system, delayed modules and inadequate motivation of tutors as the major challenges of the distance education programme at (UEW). Despite the challenges, the distance programme at UEW was described as good due to the quality of the programme and course structure. The face-to-face tutorial was also found to be effective. Agbofa (2015) however, discussed the perceptions of University of Cape Coast distance education learners and tutors on support services. The study revealed that a number of facilities necessary to ensure the comfort of students and facilitate their learning doesn't exist despite their inadequacy probably because of the increasing number of students. The study further revealed that institutional facilities like library, internet and counselling services are denied distance learning students.

In another development, a survey conducted by Mireku-Gyimah (1998) during the pre-implementation stage of distance education for teachers in UEW and UCC, Ghana, revealed that the provision of support services could encourage acceptance and persistence on a distance education programme at the tertiary level. The survey did not capture the views of teachers only but also educational administrators, parents and the general public. The study revealed that well equipped district libraries, well stocked study centres, occasional personal contact/face-to face meetings including residential sessions, access to counselors and tutors, well-equipped regional libraries constitute support services necessary for the distance education programme to have a smooth take-off.

Many studies conducted so far on Distance Education in Ghana did not consider the motivation and the plight of adult learners, challenges, coping strategies and the way forward for adult learners on distance education. This study therefore seeks to fill the gap by investigating into the motivation, challenges, coping strategies and innovative ways to address the challenges of adult learners on distance education in the selected Universities.

1.2. Research Questions

The study sought answers to the following research questions:

- What motivates adults towards enrolling in the distance education programme?
- What challenges do adults face on the distance education programme?
- What coping strategies help in retaining adults' learners on the distance education programme?
- What mechanisms can be put in place to maintain adult learners on the distance education programme?

2. Methodology

The researcher employed qualitative research design for the study based on the phenomenological approach to research. Phenomenological approach is a paradigm of research based on the assumption that social reality can best be

observed through the people who directly experience a phenomenon (Cohen, Manion & Morrison, 2007). Shimahara (1998) argued that research problems and its scope must lead the methodology. In that light, a phenomenological research approach was used in order to understand what motivate adult learners to pursue distance education and the challenges they encounter at the University of Cape Coast, University of Education Winneba and Valley View University.

One distinct feature of phenomenological approach to research is that there is multiple perception of social reality and that generalization is not to be emphasized based on the expectation that people will give the same account of a given phenomenon. The phenomenological approach to research was therefore used because the researcher needed to know the perception of the students of the three Universities with respect to their motivation to continuous higher education in the distance education learning programmes.

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009, p. 13). This implies that the study delved into the motivation factors, challenges, coping strategies and ways of addressing the challenges of adult learners pursuing distance education at these universities.

According to Denzin and Lincoln (2005, p. 3), qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

The major method this study adopted involved interviews with adult learners pursuing distance education at UCC, UEW and Valley View University. The questions for the interview sections allowed the respondents to give rich verbal descriptions of the situation, challenges and coping strategies adult learners are facing as distance learners.

2.1. Population

According to Fraenkel and Wallen (2000), the population of a study includes the entire group in a given area about which a phenomenon should be described. Fraenkel and Wallen (2000) therefore suggests that a population must be defined in terms of an identifiable group and the geographical area from which the group can be found. As such the population for the study entailed all adult distance education students who were 50 years and above of the Accra centres, thus University of Cape Coast, University of Education Winneba (UEW) and Valley view University College. The three Universities (University of Cape Coast, Valley View University and University of Education Winneba) were selected for this study. The purposive sampling technique was used to select these universities because the researcher wanted to study "a small subset of a larger population in which many members of the subset were easily identified but the enumeration of all was nearly impossible" (Babie, 1990 p. 97).

Census procedure was used to select the respondents for the research. This is because the study intended to find out from adult learners who are above the age of 50 years their motivation, challenges and ways of sustaining themselves in distance learning programmes. Data from the students' records section of the three universities suggests that there are about 27 adult learners on the distance programme in all three study centres in the three Universities (University of Cape Coast = 10 (ten) adult learners, Winneba = 10 (ten) adult learners and Valley View University = 7 adult learners) who were age 50 years and above.

Census sampling was used to involve all the respondents for the study because they were few and their views and ideas were very much needed for this work. The respondents were all involved using census sampling, this because the study does not involve randomly selected samples in which participants are deliberately chosen because of some qualities that interest the researcher. This will enable the researchers to find out the challenges and coping strategies of adults on the distance programme at UCC, Valley View University and University of Education Winneba. The reason for selection of this method is to gain a deeper understanding of the study.

2.2. Interview

The instrument for the study was semi structured interview guide. The semi-structured interview guide was used by the researcher in order to extract as much genuine and detailed information from the interviewees as affirmed by Schweigert (1994).

The interview guide was made up of five sections. The first part sought information on the respondents' background such as their age, profession, and programme among others. The next four sections corresponded to each of the research questions. The first research question focused on motivation of adult learners towards the Distance learning programme and the Challenges that adult learners face in Distance learning. The instrument attempted to make in – depth enquiry in to what motivates and encourage adult learners to enroll on distance learning programmes and the challenges faced by the adult learners. The second section of the instrument responded to research 3: Strategies to put in place to retain adult learners on DE programme. The instrument attempted to make in – depth enquiry to the ways and strategies of influencing adult learners.

Finally, the fourth section sought to answer research question four which posed as; "What mechanisms are to be used to sustain adult learners who pursue Distance Education programmes.

2.3. Data Collection

An introductory letter was collected from the Institute for Educational Planning and Administration to the coordinators of the study centres. Upon the receipt of the introductory letter by the coordinators, permission was sought to administer the instruments to the respondents who were provided the necessary information.

Data was collected by the interviewers. A data collection strategy was recommended to the respondents which were meant to suit each of them. Such a plan indicated the date of interviews, time and venue. Also, none of the questions went as a surprise to the respondents.

All the interviews were held at the study centres when students were on break or have closed classes for the day. Each interview session roughly took 15 minutes. Bennett, Glatter and Le Vacic (1994) pointed out that spending an equal amount of interview time with each interviewee ensures consistency which leads to trustworthiness of the study. In interviews, it is important for the researcher to record as much detail as possible (Deem, 2002). Therefore, to capture detailed sets of notes during interviews, an audio recording was used in order to enhance the accuracy and trustworthiness of the data collected with the permission of the respondents.

2.4. Data Analysis

The interview was transcribed. Interview transcripts and field notes were to categorize into major themes and sub themes, based on the research questions of the study. The themes were as follows:

- Motivation of Adult Learners for DE Programme
- Challenges Adult Learners face on DE Programme
- Strategies to put in Place to retain Adult Learners
- Mechanisms to Sustain Adult Learners

Pseudonyms were used to represent students who in the various distance learning centres. The Pseudonym UCC A was used to represent responses from adult learners who were in the University of Cape Coast learning centre, VVW A was used to represent the responses from the various students from the Valley View University distance learning centres and UEW A was used to represent the responses from the various students from the University of Education, Winneba distance learning centres.

3. Results and Discussion

The research is qualitative and phenomenological in nature; hence the researchers employed the interview method. The responses were coded and transcribed for results to be analyzed and discussed. The analyses in this chapter are categorized into major thematic and sub thematic areas derived from the research questions of the study.

Pseudonym	Programme	Occupation	Marital Status	Gender	Age
VVW A1	Bus. Admn.	civil servant	Married	Male	55years
VVW A2	Management	civil servant	Married	Male	53years
VVW A3	Management	civil servant	Married	Male	52years
VVW A4	Bus. Admn.	Teacher	Married	Female	50years
VVW A5	HRM	Teacher	Married	Female	50years
VVW A6	Bus. Admn.	Teacher	Married	Male	53years
VVW A7	HRM	Headmaster	Married	Male	54years

Table 1: Bio Data of Respondents in Valley View University Distance Education
HRM: Human Resource Management, Business Administration (Management)

Pseudonym	Programme	Occupation	Marital Status	Gender	Age
UEW A 1	Dip. Basic Ed.	Head teacher	Single	Female	55years
UEW A 2	Dip. Basic Ed.	Head teacher	Married	Male	52years
UEW A 3	Dip. Basic Ed.	Teacher	Married	Female	53years
UEW A 4	Dip. Basic Ed.	Teacher	Married	Male	55years
UEW A 5	Dip. Basic Ed.	Teacher	Married	Female	52years
UEW A 6	Dip. Basic Ed.	Teacher	Married	Female	51years
UEW A 7	Dip. Basic Ed.	Head teacher	Married	Male	53years
UEW A 8	Dip. Basic Ed.	Head teacher	Married	Female	53years
UEW A 9	Dip. Basic Ed.	Head teacher	Married	Male	55years
UEW A 10	Dip. Basic Ed.	Teacher	Married	Male	52years

Table 2: Bio Data of Respondents in University of Education Winneba
Diploma Basic Education Programme, University of Education, Winneba

Pseudonym	Programme	Occupation	Marital Status	Gender	Age
UCC A 1	Dip.Basic.Edn	Teacher	Single	Male	50years
UCC A 2	Dip.Basic.Edn	Policeman	Married	Male	54years
UCC A 3	Dip.Basic.Edn	Teacher	Married	Male	53years
UCC A 4	Dip.Basic.Edn	Teacher	Single	Female	53years
UCC A 5	Dip.Basic.Edn	Teacher	Married	Male	55years
UCC A 6	Dip.Basic.Edn	Teacher	Married	Female	50years
UCC A 7	Dip.Basic.Edn	Teacher	Married	Male	51years
UCC A 8	Dip.Basic.Edn	Teacher	Married	Female	51years
UCC A 9	Dip.Basic.Edn	Teacher	Married	Female	50years
UCC A 10	Dip.Basic.Edn	Unemployed	Married	Female	54years

Table 3: Bio Data of Respondents in University of Cape Coast Distance Education Diploma Basic Education Programme, University of Cape Coast

3.1. Motivation of Adults towards Enrolling in Distance Education Programmes

No matter how an individual is set and ready to pursue a programme or go into a career, there must be an underlying motivational factor. As such adults who get enrolled in the various distance learning programmes are motivated by various factors of which those factors motivate or encourage them to go in to the distance learning programme with specific focus on the respondents under study who are fifty years and above. Most of the respondents discussed and shared that there were financial constraints when they were pursuing their higher education, so along the line they had to pause their education for a while. Most interviewees recounted that they had to rest their education for a while for various reasons which related to low financial status. However, they are motivated and encouraged to continue their education because they have the zeal to upgrade their skills and improve their skills in their work place.

Interviewees, recounted that the interest for education has always been there so now that the working class can work and school through the distance learning programmes, it has provided opportunities for those who were limited in their education through various reasons in life to continue their education. Through continuing education in distance learning programmes adult can acquire knowledge, skills and understanding to improve productivity in their work place and upgrade their potentials for higher order task.

3.2. Adult Development in Distance Education

The respondents disclosed that the essence of their involvement in the distance learning programme is to improve upon themselves and develop themselves. The interviewees seem to be happy to improve upon themselves by whatever work they seem to do. Development of the individuals seem to be enough motivation for adults to patronize the distance learning programmes. The majority of the adults preferred to be able to do something unique in whatever work they find themselves to be doing. As such they development of self and improvement of self to be the key element. Most adults as such are enrolled on the distance learning programmes for the purpose of developing and improving upon themselves.

These are fascinating thoughts shared by UCC A1: "Because of financial restraints, I couldn't continue my education years back. But I was still determined to upgrade myself". Similarly, VVW A1 indicated that: "The need to develop myself, considering the current trends of education". VVW A4 shared that: "I have tried since 1988 but I think this is the time. The district HR officers encouraged me to pursue this programme". In an interview with UEW A1 he disclosed that: "The young ones always come with diploma so it is important that I upgrade myself". UEW A2 also indicated that: "Because I want to upgrade myself. From the beginning, I was not sure of a study leave". UEW A5 shared that: "I want to improve on my teaching skills and boost my confidence". UEW A7 further shared that: "I want to build my knowledge in order to help the young and upcoming teachers who are members of staff".

The responses of the respondents is in line with Dench and Regan (2000), when they stated that motivation to learning is when adults seek out learning experiences in order to cope with specific life-changing events—e.g., marriage, divorce, a new job, a promotion, being fired, retiring, losing a loved one, moving to a new city. The more life change events an adult encounter, the more likely he or she is to seek out learning opportunities. Just as stress increases as life-change events accumulate, the motivation to cope with change through engagement in a learning experience increases. The learning experiences adults seek out on their own are directly related—at least in their perception—to the life-change events that triggered the seeking.

Adults are generally willing to engage in learning experience before, after, or even during the actual life-change event. Once convinced that the change is a certainty, adults will engage in any learning that promises to help them cope with the transition. Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself. Increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences (Dench & Regan, 2000).

3.3. Adults Motivation for Further Education

Another source of motivation and encouragement that adults who patronize the distance learning programme identified was the fact that respondents were motivated by their quest for further education. Most respondents disclosed that acquiring further knowledge in life is their topmost priority. Most interviewees said that they made themselves to go through the distance learning programme because in life knowledge keeps on changing and it is prudent for them to be

part of that ever-changing world. To be able to cope in a knowledgeable environment that means you also have to knowledgeable, to understand the needs and requirements of the times. Some of the interesting comments shared by VVW A2: *"To expand my horizon, and to be able to acquire more knowledge to manage the factory effectively"*. VVW A5 however disclosed that: *"It was necessary for me to enroll on this programme because looking at the children we shepherd these days, experience is not just enough. It is important to acquire the needed knowledge to understand them"*.

3.4. Retirement of Adults and the Need for further Education

On retirement, the interviewees never wish to be receiving retirement bonuses and allowances that are far below the average worker in order to stand the pressures of modern society and daily increment of utilities prices and bills. The respondents disclosed that most of the adult learners on the distance education programmes are motivated to study to be able to be receiving better allowances, retirement benefits and better take away bonuses due to their level of qualification in the labour market. The respondents shared these fascinating comments. VVW A6 shared that: *"Madam, Knowledge is power, so it is not bad if I go to school"*. Respondents shared that they don't want to work and go on retirement and suffer too. Similarly, UCC A3 revealed that: *"I was encouraged to pursue this programme so that I can receive a good pension allowance when I go on retirement"*.

Dench and Regan (2000) concluded from a research that eighty per cent of learners reported a positive impact of learning on at least one of the following areas: their enjoyment of life; their self-confidence; how they felt about themselves; satisfaction with other areas of life; and their ability to cope. Forty-two per cent reported an improvement in their ability to stand up and be heard and/or their willingness to take responsibility. Twenty-eight per cent reported an increased involvement in social, community and /or voluntary activities as a result of learning.

3.5. Promotion at Work and the Need for Further Education

Basically, most of the respondents see the motivation to enroll on the distance learning programmes to be able to be promoted at the work place. Most interviewees were of the view that promotion at the work place is mostly done based on an individual's qualification, competence and high performance. As a result, interviewees believe that, now that they have been able to enroll on the distance learning programme they would be able to acquire the require competence, qualification to performance high at the work place to be promoted to which ever grade of position one requires. Besides UCC A4 shared that: *"I enrolled on this programme so that I will have the chance to be promoted or head the school"*.

Almost all the interviewees were of the believe that their motivation in enrolling on the distance education programme is for them to be able to acquire certificates in various programmes of study for them to be able to get good jobs in the future and also to use the certificates to establish one's own businesses. Interviewees has discovered over the years that in order to set up one's own business, it is prudent that an individual get the required knowledge and understanding in order to perform the high order related skills in any work environment.

The certificate awarded to individuals after completion of a specific programme on the distance learning programme is a proof of competence and a proof that one can manage a business as such individuals prefer to acquire knowledge for such purposes. Moreover, other respondents' motivation for the distance learning programme is for individuals to acquire certificates to seek for employment and get better jobs in any business or employment firm. Certificates would be a proof that an individual is a skilled labourer in any specific field of endeavour and would be employed by any firm seeking to employ people. Interesting responses were shared by UCC A5: *"I enrolled on the programme because education is important and it has no end"*. Similarly, UCC A10 disclosed that: *"Certificates to get a good job to better future"*.

The most important reasons for learning were intellectual. Learners reported wanting to increase their knowledge, to keep their brain active, enjoying the challenge of learning new things and wanting to learn about something they had always been interested in. The second most important group of reasons was personal. People wanted to gain qualifications for personal satisfaction, to do something with their time and to take their life in different directions. Instrumental reasons, such as having to do some learning for work, to help the family and to help with voluntary or community work were less important (Dench & Regan 2000).

3.6. Challenges Adult Learners Face in Distance Education Programme

The research question is subdivided into themes; challenges adult learners face on distance education programme. To evaluate the experiences of adult learners on the distance education programme in three different selected universities in Ghana, the challenges adult learners face in distance education was investigated. All the interviewees indicated that the greatest challenge they face in the distance education programme is been able to acquire, ascertain and get access to learning materials.

3.7. Inadequate Educational Materials for Adult Learners in Distance Education

My interaction with the interviewees showed that all of them were mostly engaged in some sort of activity as a means of livelihood. Most of the interviewees were teachers or head teachers and others were civil servants. They reported that combining their busy schedules to searching for materials to learn with to facilitate and enhance the effectiveness of their studies is very difficult. As such the interviewees lamented that aside their work schedules, they took active part in other social activities and social gatherings which is very necessary and the responsibility of individuals who live within a community within the African context. Mostly their week days are occupied with work and other occupational

related matters whilst the weekends that they are supposed to use to attend classes at times they are torn between attending classes or attending to other family matters.

As such finding time to research into their subjects of study is very difficult. Therefore, adequate provision should be made for them to get adequate study materials for their academic work. When the interviewees were asked about some of the challenges they faced as adult learners pursuing distance education, these are some of the interesting responses they shared about the challenges they face relating to learning materials. Some fascinating responses were shared by UCC A 2: "Sometimes the materials do not come at the right time. Late receiving of materials. And because of the nature of my work, I am unable to visit the library. This really affects our studies; in fact, the materials should come on time to facilitate our studies and work progress".

UEW A 3 indicated that: "During examination, the questions are difficult to answer, example, fill in the gap. Which are usually not in the models and the learning materials. The models should be prepared in such a way for as to be able to apply the knowledge in it for daily lives since the questions are application based". UEW A 5 rather preferred to share this in an interview: "Quiz models are not given on time and sometimes not given at all". In an interview with UEW A 8, she said that: "Sometimes delay in bringing the books. We wait, wait over and over again before they bring us the books. By that time, we might have gone so far with our studies and coping due to a lot of issues we attend to is not easy at all". When given the opportunity in an interview VVW A 1, rather said: "Handouts are given on Fridays and Sundays. In our school we learn during weekends thus when, they prefer to share and give us the handouts". VVW A 2 shared his thoughts about the learning materials: "No models are given, only handouts from the lecturer, and this restrains our learning".

A similar comment was given by VV A 3: "No models are given, only handouts from the lecturer. And the handout doesn't come out early". VVW 5 indicated that: "The handout is not enough so I have to visit the library very often but I have no time". This comments and responses given by the interviewees affirms Reeve and Hyungshim (2006) claims that supportive teacher behaviours include listening, giving hints, providing necessary materials, and encouragement, being responsive to student questions and showing empathy for students which is not the case of adult learners.

3.8. Inadequate Learning Materials for Distance Education

The respondents also expressed that they don't have their learning materials on time due to the fact that they are unable to pay their school fees on time. Delay in payments of school fees meant that as an adult learner, you would be delayed in supplying your study learning materials to you. This the various distance learning centres do to collect all their school fees which includes the fees of the learning materials before supplying them to the students involved. The students on the other hand discussed due to financial constraints and family obligations they unable to pay their fees on time, but that shouldn't affect their collection of the learning materials, since by all means they would pay the school fees before progression into another level of their education.

These are the interesting responses given by the students. In an interview with UCC A 3, he indicated that: "If you haven't paid your fees, one doesn't receive the modules. Authorities should relax on the payment of fees". Similarly, UCC 10 discussed in an interview that: "I can't get my materials because I can't pay my fees on time due to family financial constraints". UEW A 6 discussed that: "The computer tablets that all the course materials have been put on it for easy reference to reading materials to enhance our understanding, delays and takes a very long time before reaching us for easy understanding".

Furthermore, the respondents also discussed that the topics in the learning materials are presented in a way which makes it difficult to comprehend. The learning materials should be systematically presented in a manner in which they could understand and generate meaning from it. But the learning materials are presented to cover a lot of issues at a time which makes understanding to issues very difficult. UCC A 8 indicated that: "Some of the topics in the models are difficult to comprehend". Another very serious challenge identified by the respondents is the mode of teaching. The respondents lamented so much on the method through which they are thought as adults in the distance education programme run by the various universities.

3.9. Learning Difficulties Adult Learners Face in Distance Education

Most respondents shared their thought that much work is left for them as students to do by way of researching into topics and reading a lot into the various topics at times provided in their models. The respondents are made to learn on their own to facilitate easy interaction when they meet their facilitators during the class hours, but due to their tight schedules by way of attending to family needs since most of them are married and working as a means of sustenance it is difficult to cope with individualized learning. The interviewees opted to learn in groups as group study approach to learning most of the concepts within their learning materials and models but due to different locations of their settlements, work schedules and family, social as well as community obligations they are unable to do so.

Most of the respondents think that since they are adults the facilitators' mode of teaching would have been very suitable to them and every explanation would have been made to them to make them to fully understand and grasp the concepts under study. Ironically the facilitators think that the respondents are adult learners so are expected to know every issue within their context of study even when they are new to such topics and concepts and as such add very little explanations to the respondents by way of enhancing their understanding through the class interactions. At times, the respondents preferred their facilitators to teach them the topics in their models but their facilitators only lecture them on the pertinent issues within their scope of coverage and heap almost if not all the work of teaching and learning on the adult learners to individually go and learn on their own. Combining the role of a worker, married individual and a family man who is committed to religious and social ties add up to work task of the already overburden adult student, who is

zealous in the quest of acquiring knowledge and understanding for promotion and to meet the standards of the contemporary society.

The interviewees recounted over and over again that due to the intensive nature of the distance education programme, the facilitators are unable to do individualized teaching in attending to individual needs of which this affects their rate of learning and understanding of every bit of issue outlined in their models. The intensive nature of the programme also does not give the respondents the opportunity to do individualized learning and research due to the numerous responsibilities they attend to as individuals in a competitive environment. Some of the facilitators were also tagged by the respondents to be non-performers since in the expectations of the respondents they were not facilitating the teaching and learning process very well in a manner that would spark spontaneous learning and understanding. The respondents reiterated that such facilitators of the programme put up abysmal performance and do not really explain core issues as they are supposed to do and even themselves mostly find it very difficult explaining issues to the students.

Other respondents think that the facilitators are just too boring and predictable. They are unable to vary their teaching methods and approaches for the understanding of the learners when the learners find it difficult to understand what they are explaining to them. The facilitators are people that they think should be able to have alternative methods to enhance teaching and learning but most frequently they are docile to contemporary ways of teaching. On the poor performance of the facilitators as indicated by the respondents, they also explained that mostly it could not be the faults of the facilitators since the time for interaction is very limited and as such the facilitators are made to rush through to finish discussing subject related issues on time before closure of instructional segment since another instructional time has already been planned for another interaction. In simple terms the respondents think their programme is crowded.

The respondents also thought that some of the courses and topics that they are supposed to do before graduating with a specific degree is irrelevant because in their estimation at their level of education they are just to be given content and knowledge that would equip them with knowledge and understanding to improve their productivity at their work place.

The respondents think that being made to go through the rigorous activities of acquiring knowledge as people who have novice knowledge in their various fields of endeavours is necessarily irrelevant. On the whole what affects the teaching methods of the facilitators is the large families of the respondents, facilitators not concentrated on individualized teaching and the intensive nature of the programme coupled with other pressing factors. When respondents were asked about the various challenges that they face as adult learners, some interesting ones given by the various respondents concerning how the teaching methodologies affect their studies were shared by UEW A 3: *"Some tutors are not up to task with their area of study. They don't explain some of the topics properly"*. UEW A 4 similarly indicated that: *"Some tutors are very boring sometimes. Some of them are not good and some of the courses are not necessary at our stage"*. In an interview with UEW A 6 she disclosed that: *"Poor lecturing by some tutors"*. Further in an interview with VV A1 in Valley View University he disclosed that: *"Some of the lecturers are not committed, while others are"*. Another interview with VV A 2 in Valley View University it was mentioned that: *"Some of the lecturers are not committed, they keep postponing lectures"*.

In Valley View University, VVA 5 also disclosed that: *"Some of the lecturers do not come to teach at their expected times"*. Whilst in UCC A 2 indicated that: *"Tutors don't often pay attention to some adults in the class. Because others understand what is being taught, the notion is that, everyone else understands, especially in mathematics. Teachers just brush over things making it difficult to get the understanding well"*. UCC 4 also hinted that: *"The tutors often do not take their time when teaching"*. UCC A 6 disclosed that: *"Some tutors are incompetent"*. UCC A 7 discussed that: *"Some tutors rush when teaching and they don't take their time to explain properly"*. UCC A 8 was of the view that: *"Some tutors do not teach to the understanding of some of us. They just rush through the teaching. There is no individual attention because we are many"*. UEW A7 hinted that: *"Tutors sometimes do not take their time to explain subjects properly"*.

This Dench and Regan (2000) suggested that teacher's guidance is important for students and that guidance motivate and develop the interest of learning. Teachers do not allow adult learners to select any assignment and do not guide the students for doing the assignment. When students do their assignment, it can give them a sense of control and they are motivated. They are believed to know everything due to experience and they turn to relax on their own understanding and expertise which turn to fail them totally.

Adult learners do not get the supportive teaching style that allows for student autonomy can foster increased student interest, enjoyment, engagement and performance. Supportive teacher behaviors include listening, giving hints and encouragement, being responsive to student questions and showing empathy for students which is not the case of adult learners (Reeve & Hyungshim, 2006). Explain the Objectives It is necessary for students to know the objectives of the task so teacher should explain what the objectives of the assignments are. Clear objectives and rules motivate the students toward the objectives.

3.10. Learning Challenges Adult Learners Face in Distance Education

Lastly another major challenge that respondents disclosed in an interview session with the interviewer is the problem of how to study and learn whatever information and reading materials that has been given them by their facilitators in their various universities. Some of the interviewees recounted that they are unable to study and learn because they bring their children to the study centers. When they take their children or wards along to the study centres because there is no individual home to cater for them and take care of them, they get divided attention at the study centres. The interviewees narrated that they mostly move out of the lecture rooms to attend to these young individuals they came along with to respond to their needs and give them the necessary care that they need.

In so doing a lot of information that the facilitators or lecturers give in class is been missed by them. Aside missing vital information due to the fact that they are to attend to the needs of their children, they also get confused in class due to lack of inattentiveness in class and are unable to ask questions for clarification. This comes up as a result of caring for their children along aside trying to participate in class interactions. This is an interesting statement given by UEW A3: *"It is very uncomfortable being in class with your children and grandchildren. I cannot ask questions or ask for explanation"*.

Some of the respondents also argued that their family responsibilities that they are committed to make it so difficult for them to combine their studies with it. The respondents cried that they are married with children and have a number of responsibilities that they have to attend to, as such these responsibilities most at times shift their focus from their studies and that makes learning and studying as well as researching into whatever has been thought by their lecturers very difficult. This is the statement that VV A 4 said to that effect: *"Because of my family and home responsibilities that I have to handle, it is very difficult to cope, I have a lot to do and the programme is time consuming. And my commitment at the work place also makes learning more difficult. Sometimes, one has to ask for permission and absent herself from school programmes"*.

Similarly, due to the numerous and challenging responsibilities that the interviewees admitted to be facing by way of combining work related stress with adult life and the ever increasing responsibilities of adults who are married and face a lot of family, social and corporate related challenges, the respondents agreed that they are limited with time for studies. Most interviewees complained that getting time after their busy schedules is difficult and that seriously affects their ability to learn and study on their own.

The respondents discussed that if they had time, they would have been able to learn and study on their own. It is because of the limited time which affects their rate to study and this is because of tight schedules as a result of combining work with family related stress and the ever-increasing responsibilities of this contemporary world. Group studies which that would have been of help to the respondents due to the fact that individuals reading the same programme would have come together to learn and peer review their learning materials, most adult learners can't attend them due to the fact that they are involved in a lot of activities which doesn't allow them time to study. In an interview with VV A 5, he indicated that: *"It is not easy because I need time to accomplish all the schedules under my programme, aside being a mother and a wife. You can imagine the stress"*.

Similarly, in another interview with VVA 6, he noted that: *"In fact, the time I don't get to read is my problem, apart from that, I am fine"*. VVA 7 also said that: *"I have to make time to read and that, I am not able to do. The study group too, I am not able to meet them because I stay very far. In Valley View University, they are much disciplined that is why I enrolled here. The courses too are not well structured. You have to make sure you have picked the number of courses otherwise at level 300, you have to register so many courses"*.

Most of the respondents disclosed that working and combining it with school is the most difficult thing. The work schedule of respondents does not allow respondents to effectively take active part in their studies and learn their study materials which would enhance their understanding and increase their knowledge in their subject disciplines in their programmes of study. The work that respondents do tend to take respondents time and in effect the interviewees are unable to effectively utilise their time to learn and study their learning materials of which affects the learning progress of students. Some interesting responses were shared by UCC A1: *"Because I am working at the same time, I get home so tired. This makes learning so difficult. Unlike those on the regular programme who have no work to attend to. What I do most of the time is to sleep early when I get back from work, and then wake up in some few hours to study"*.

In an interview with UCC A 2 he indicated that: *"Lack of adequate time to study on my own. Combining work to the school makes learning difficult. I am often very tired after work"*. UCC A3 also disclosed in an interview that: *"Because I am working, I don't have enough time to study. Even though we have formed study groups, it doesn't help because one has to travel to another destination to attend group discussions. And financial constraints don't help"*.

In a much similar way, UCC A4 shared that: *"The learning hasn't been easy. Even though my children are all grown up and they can take care of themselves, I stand to be the father and mother at the same time. Taking care of them isn't easy so I am always busy. Also, from work, I get tired and learning becomes a challenge"*. Likewise, in an interview with UCC A 7 he indicated that: *"I sometimes have divided attention because of my family problems and it makes difficult to read and study. I feel shy to ask questions in class"*.

Some of the respondents discussed that the timing for their quizzes really affect the rate at which they can learn. The respondents were of the view that the timing for quizzes should be indicated after the learning materials have been given them. The interviewees said that their quizzes were determined by their institutions which usually affect the rate at which they can really learn to comprehend issues in their learning materials and write their quizzes successfully. These are some thought-provoking responses shared by respondents, UCC A6 indicated that the *"The timing for quizzes is sometimes wrong"*.

3.11. Location of Adult Learners Pursuing Distance Education

Since the interviewees stay in different locations away from each other and are only able to meet on their meeting days during class hours, it becomes difficult for them to learn together through group understanding and discussions for corporate and individual understanding. The respondents disclosed that when they study alone, they are unable to fully understand the concepts and topics explained in their study materials. Group work and group studies would have placed them in a better position to learn various concepts and topics that they were unable to fully understand the concepts and topics explained in their study materials. Group work and group studies would have placed them in a better position to

learn various concepts and topics that they were unable to capture during serious class sessions but due to time constraints emerging from different work schedules individuals are unable to meet as a group to discuss their learning needs. The respondents are unable to learn individually, group work and discussions would have been better but due to time constraints individuals are unable to learn together for further understanding.

In an interview with UCC A 8 she hinted that: *"Studying alone is difficult but studying in groups makes it easier"*. Some respondents rather made it clear that they are unable to study mainly because aside their regular work schedules they are involved in other business which does not give them the needed time to adequately study. The respondents disclosed that they have to be able to attend to all their commitments as individuals living in a contemporary society. That means they are supposed to work engage in other businesses to make ends meet and that is why they are in other businesses.

3.12. Managing Businesses and Studying in Distance Education Programme

The interviewees have realised that combining the businesses with academic work, family life and other responsibilities is not an easy endeavour, as well most of them can't study the way they should in order to make the needed impact in their studies. These fascinating comments were shared by UEW A10: *"I have other businesses so sometimes I get so tired to study. It is not easy because all my children are also working"*.

Healthy Environment has effects on students' motivation and learning. Healthy environment motivates students for learning. Teacher can create the healthy class during the teaching. Do not threat the students in negative way. Teacher should appreciate students during the class and lesson and understand student's problems. If teacher understand the student's problem, he can motivate the students for learning. Arrange Field Trips Students learn so many things in the class room but students are bore for setting a long time in a class.

To renew the interest of students in class or subject change is necessary. So, school arranges field trips according to student's curriculum. Student's interest increases in subject and they are motivated for learning. Offer Varied Experiences Not all students will respond to lessons in the same way. For some, hands-on experiences may be the best. Others may love to read books quietly or to work in groups. In order to keep all students motivated, mix up your lessons so that students with different preferences will each get time focused on the things they like best. Doing so will help students stay engaged and pay attention.

In order to foster intrinsic motivation, try to create learning activities that are based on topics that are relevant to your students' lives. Strategies include using local examples, teaching with events in the news, using pop culture technology (iPods, cell phones, YouTube videos) to teach, or connecting the subject with your students' culture, outside interests or social lives (Reeve and Hyungshim, 2006). But syllabus and curriculum are planned to meet the objectives of a programme not to meet individual interest of Adults.

3.13. Strategies to Retain Adult Learners on Distance Education Programme

The respondents were asked in an interview to suggest numerous strategies that they think when implemented will retain adult learners on the distance education programme. Some of the respondents were of the view that the various universities should make the distance education adult based. Their definition of the distance education been adult based is the programme focusing on adult learners than young adults. The interviewees said on facts that since they are old and it takes a very long time for them to understand issues and facts it would be better if they are thought differently from the young adults. When the young adults join them in their classes because they have little responsibilities to attend to and can easily adopt to the ideas and concepts discussed in class, they easily learn ahead of them.

The respondents said that one strategy the universities can adopt is to make adults who are above forty and fifty years of age separated from the young adults between the ages of 18 to 39 years. The respondents agreed that the teaching styles, methods, resources, learning materials and examinations of the old adults should be different from that of the young adults because their learning needs and psychological engagements are not the same. When this strategy is been adopted and implemented by various universities that run distance education for adult learners, it is believed that adults will continue to enroll on their programmes to upgrade their skills and potentials. This are some of the comments shared by UEW A1: *"It will be good if a programme can be run solely for adult learners to enable them upgrade themselves"*. Similarly, in an interview with UEW A9 he indicated that: *"The teaching process should be a bit relaxed because it has been a long time since we learned"*. In university of Cape Coast, UCC A3 was of the view that: *"The authorities expect us to pass but because of our problems, it's sometimes difficult to make the grades. Authorities should at least have a slower pace in teaching the adults. And at least if they can have a separate programme run for the adults, it will be very beneficial and we can all pass successfully"*. Likewise, UCC A4 also disclosed that: *"If the school will run a different programme which only adults can enroll to upgrade themselves. And the grading system should also be checked so that more adults will be successful on the programme"*. The responses that were generated were similar in Valley View University where VVA4 disclosed that: *"Authorities should restructure the course to suit the age bracket, especially calculus / maths, etc."*. VVA6 added in an interview that: *"If Ghana Education Service can put some programmes in place to upgrade teachers on the field to the various levels, it will be fine so that we leave this type of programme for the young ones"*.

Tung (2012) discusses that orientation for students who are new to the system is held prior to the beginning of each semester. It takes place across all the regional learning centers in the country and is usually presided over by senior academic staff. The orientation programme aims at providing the students with the learning skills needed to work in an online distance-learning environment. During this daylong event (usually running from 8:30 a.m. to 4:30 p.m.), learners are briefed on the online distance learning model, the learning skills required, the learning support provided by the

University, as well as the University's various regulations. In addition, learners gain hands-on experience logging in to the University's e-library and the online learning management system (LMS). By the end of the programme, learners are acclimated to the University community and have practiced applying the self-directed learning skills necessary to be successful in the online distance environment.

3.14. *The Need for Study Materials in Distance Education*

Research on distance education stresses that study materials in and of themselves, even if well designed, do not constitute a complete learning experience. With that in mind, the learners in any online distance education programme need dialogue and feedback. This is where the tutors come into the picture; their role is to provide this important support in the learning experience. Tutorials are the most common type of face-to-face meeting and are designed to offer support to learners. In each course, there are five scheduled tutorial sessions over an 18-week semester. These tutorials are held during weekends as an effective way of providing support and bringing learners, mostly working adults, together as a group and encouraging and fostering mutual support. Although the learners' participation in the tutorials is not mandatory, the tutorials have been able to facilitate opportunities to have face-to-face contact with their peers as well as to overcome the issue of a lack of connection that could lead to eventual withdrawal (Tung, 2012).

Some of the respondents wished that the tutors, facilitators and course lecturers in the various universities would take their time to teach the courses, concepts and topics which are outlined on their course outline and teaching models. The interviewees narrated that most at times the course facilitators come to the class rooms to facilitate teaching and learning very late and tend to rush through whatever concepts and topics they are expected to teach and end up not teaching whatever topic they are expected to teach well and do not even allow them ask numerous questions for clarification to get understanding. Since their programme is a package and packed which presumes that after an instructional segment the next time they meet they are required to do something new with respect to learning a new topic, interviewees disclosed that they always move ahead learning new topics when the previous lessons were not well understood.

Still commenting about this same idea, some respondents shared that most course facilitators are ignorant about the nature and style of teaching adults. As such instead of taking their time to explain issues to them for complete understanding tend to rush through issues, thus denying them of the required understanding. Most course tutors just presume that the respondents know everything since they are adults and as such teach for surface understanding instead of teaching students for deep understanding rooted in the concepts under study. The respondents thus suggested that the best strategy to keep them on the programme is to educate course tutors, lecturers and facilitators about how to teach and teach well with focus on the pedagogical approaches to teaching adult learners.

The interviewees suggested that the best strategy in teaching adult learners is for lecturers is take their time and pay attention to their learning needs and psychological orientation and teach them in a procedural manner for meaning learning to take place within them for lifelong learning to continue. Other respondents rather preferred that since course lecturers and tutors are to teach for better understanding of the students, they as teachers should be involved in continuous learning and as such learn topics, concepts and study materials before coming to the various classrooms to teach them such issues. Most interviewees preferred that course lecturers become more concerned about their work task in teaching them as adults and becoming flexible with their assessments by way of disclosing to them ahead of time when to write quizzes and present assignments so that they will be well prepared to meet and face all of these challenges. These interesting comments were shared by UCC A7: *"Tutors should take their time when lecturing and explain for the understanding of everyone. Tutors should also come to class on time"*. UCC A8 indicated that: *"Tutors should read before coming to class and authorities should run a programme for them"*. In an interview with UEW A 2 he indicated that: *"Tutors should be up to task with their area of study."* UCC A 6 disclosed that: *"The time for quizzes should be adjusted. Tutors should be made to teach in areas that they are competent with and have more knowledge in"*. UEW A7 further stressed that: *"The timing of lectures should be increased. Tutors should take their time to explain things well when teaching". Tablets should be supplied early. Tutors should be a little patient when teaching."*

UEW A9 disclosed that: *"The teaching process should be a bit relaxed because it has been a long time since we learned."* Also, VVA2 was of the view that: *"Handouts should be given early. Lecturers should relax a bit on the numerous assignments they give to us. Postponement of lectures should be avoided. It really affects us."*

3.15. *Flexible Grading and Assessment Procedures*

The respondents also suggested that since they fall within the adult class their grade point should be flexible and their scoring reduced so that they would be able to pursue higher education. The respondents revealed that since adult education is to enhance the skills and potentials of already employed adults it would be better if their grading and scoring is flexible and different from young adults who are yet to be engaged in finding a career through rigorous academic exercise. The respondents' disclosed the essence of their enrolment in distance learning programmes is for their career development to increase productivity and for promotion.

However, their programme has been designed to suit young adults who are to yet to identify a career path. The number of courses that interviewees are supposed to read for the completion of a programme of study, respondents shared that are too many and too difficult for such people who just want further knowledge for improvement in job related tasks. So far as the respondents are concerned when the courses of study are reduced and the grading of their academic performance is made flexible, adult learners would continue to patronize distance education for lifelong learning. Some fascinating thoughts were shared by UEW A10: *"They should lower the grade point and find another way to upgrade*

teachers on the field. It is not easy". VVA1 indicated that: *"Courses should be more structured for the various levels, so that after first year or level 100, all students offering a particular programme might have offered courses outlined for that programme"*. In an interview with UEW A10 he disclosed that: *"They should lower the grade point and find another way to upgrade teachers on the field. It is not easy."*

Frank and Gaye (1997) and Hoffman and Elias (1999) admitted that Adults are often affected by situational factors beyond their control job, health problems, financial problems, legal problems, personal or family problems (Belzer 1998). Likewise, dispositional factors such as expectations, self-esteem, level of family support, and past educational experience, can be barriers to participation (Hubble 2000). Institutional factors such as red tape, programme fees, scheduling, and procedures can either help or hinder participation (Quigley 1998). In fact, adult students who drop out are often actually stopping out that is, interrupting their studies but planning to return. Finally, most respondents were of the view that if these measures are implemented it can sustain adult learners who are above age 50 and above on the various distance learning programmes.

3.16. Flexible Terms in the Payment of Academic and other Fees

The respondents were of the view that the payment of the academic fees should not restrict learners from taking their study learning materials and studying the various courses within the programme. Respondents explained that since they are adults who are entangled in a number of responsibilities it would be wise for the various universities that offer distance education programmes for adults to be a bit lenient in their approach of academic fees collection so as to allow adult learners who wish to partake in distance learning programmes possible to do so. Respondents were of the view that since individuals who own school fees cannot ever be allowed to take their certificates and walk away from any university after completion of the programme, if any adult learner owns, he or she should be given time to pay and given the needed academic atmosphere to augment teaching and learning. Some interesting responses were shared by UCC A10: *"Authorities should be more flexible when it comes to the payment of fees. Authorities should try and place us in jobs when we complete our programme"*. Similarly, UCC A1 disclosed that: *"Authorities need to be more considerate when it comes to the mode of payment. Grace periods should be given for the payment of fees. Authorities are sometimes very harsh"*.

Almost all the interviewees also preferred that the study materials and other necessary needed logistics needed for the programme be given to them on time. The interviewees were of the view that if the needed learning and instructional materials are provided to students on time and adequate provision is made for the acquisition and supply of this study materials respondents would be more than encouraged to inform their other colleagues who are yet to be part of distance education to join. The interviewees made it known that since they are involved mostly in tight schedules making it to the libraries in such of information and study materials is extremely difficult. As such they think that the programme can easily be sustained for adult learners when the needed logistics in the form of lecture notes and study materials are provided. Some of the thought-provoking thoughts shared by UEW A5: *"Books should be supplied on time, and earlier before lectures. The need to institute SRC for easy communication"*.

In a further interview UCC A2 shared that: *"The modules need to be ready before the next semester begins to enable us read ahead and get better understanding. Tutors should take their time when teaching and also reconsider the concept if it can be made optional. Authorities should be lenient when grading so that we can all pass"*.

These responses are in line with Bond, Merrill, and Smith (1997) when they disclosed that promotional materials should be inexpensive and eye-catching. They should provide basic information that speaks to potential participants for example, it's fun, it's free, it's local and there's assistance with child care and they should stress the non-school nature of programmes. Programme information can also be provided in face-to-face contacts knocking on doors in local neighbourhoods or staffing an information booth at a community fair (Lankard, Nixon-Ponder, & Imel 1995), on the shop floor (Hellman 1995), or in neighbourhood churches, unions, or human services agencies (Gerardi & Smirni 1996).

3.17. Provision of Adequate Study Centres

The respondents also disclosed that the distance education programme could easily be sustained and adult learners' enrolment would increase when a lot of study centres are built across the length and breadth of the country. Many interviewees stated that the nearness of the study centres to their homes makes it very difficult for them to enrol in the programme. Most interviewees stated that they travel for long hours before they can attend classes at their study centres and travel back after the class interactions which add more stress to their already "bag of stress" which accumulate from their tight work schedules and family related issues. The respondents discussed that the various universities that run distance education programmes should seek for sponsorship and go for loans to enable them to build a lot of study centres that would be more closer to their students so that most adults who wish to enrol in any university that are into distance education programmes for adults to do so.

Wonacott (2001) disclosed that how to attract and retain adult students is an enduring question for providers of adult education. Adult students must juggle competing demands on their time from study, family, work, and other commitments; their learning goals are often different from those of educational institutions and providers; and their needs and aspirations may change during the education process, sometimes as a result of it. These Brief reviews recent research related to adult student recruitment and retention and provides guidelines for recruiting and retaining adult learners.

In a little further interaction interviewees were much concerned that if the distance education programmes can be sustained then it means that the authorities who run the programmes in various universities across the length and breadth of Ghana should also link the students with job opportunities in the job market so that right after the completion of school, those adult learners who were official not employed and took the opportunity of enrolling for such a programme to

acquire job related opportunity to find it easy to be able acquire work right after the completion of the programme. This is an interesting response shared by UCC A1:

"It will be good if the authorities can open more learning centres at various vantage points so that those of us who live far wouldn't have to spend so much money on transportation every time, we have to attend lectures. Sometimes it gets very challenging because you may not have the money, and that will mean that you have to miss lectures. If more canterers are opened, one can easily walk to lectures if the person is financially handicapped".

In addition, ABE students often need to understand the reason for acquiring knowledge and skills they see as academic and not relevant to their own lives; they may need to know specifically how learning percentages or geometry can improve the quality of their lives (Pritza 1998). Likewise, adults participating in workplace education programmes need to know not only about programme content and its relevance to their lives but also about programme policy and employer intentions for example, that programmes are offered not to identify low-skill workers but solely to improve worker skills and that classroom work remains confidential unless otherwise specified (Virginia Adult Education Workplace Workgroup 1997).

3.18. Individual Preferred Programmes Should Be Given Them

Finally, some respondents see that if the distance education programme can be sustained for mass adult patronage then it means that the courses of individual choice and preference related to individuals' abilities and talents should be given to various individuals when they apply for the programme. Adults decried that when they apply for the programmes that they can read and easily pass authorities in charge of admissions in various institutions rather place them in different programmes of their choice.

Most respondents enumerated that, this attitude of authorities is very worrying and as such limit the number of adults who wish and want to patronage the distance education programme. This is a fascinating response shared by UEW A4: "*Since we are certified teachers, we should be allowed to pursue any course of our choice in terms of subject areas*".

This responses given by the interviewees is in line with the assertion by Bond, Merrill and Smith (1997) that adult participation is shaped by access to programme information; recruitment should be viewed as a multistep process of drawing people into programmes rather than motivating them to sign up for a single course (Bond, Merrill, & Smith 1997). That process begins with promotional information to prompt participant contact; it continues with a prompt response to initial contacts, providing details by phone or print, and inviting potential participants to a local information session. Follow-up on initial contact is crucial; one study of adults who contacted literacy programmes found that the most common reason for not enrolling was not getting a call back (Long 2001).

Also, according to Simpson (2003), institutions must analyse their own retention characteristics and "spot the leaks." Strategies should be initiated when the learning journey begins in order to ensure learners are given proper information and advice on courses and programmes (Tung, 2012). The Universities must pay close attention to the admission policies as a first step in reducing attrition by setting adequate testing that streamlines who will be successful and complete the programmes (Tung, 2012).

3.19. Mechanisms to Sustain Adult Learners on Distance Education Programme

In an attempt to answer research four, the respondents were given the opportunity to suggest mechanisms in sustain adult learners on distance learning programmes. UEW A1: "*suggested that tutors should try and slow down when teaching because it has been a long while since most of them were involved in active classroom interaction*". Since most of the adult learners have been out of schooling for some time they were of the view that if adult learners could be encouraged to seriously partake in distance education programme to continue to equip themselves with skills and ideas for improvement in productivity, then the facilitators, tutors and lectures should be given training to be adequately prepared to teach adult learners differently from the young individuals.

3.20. Course Tutors Readiness and Seriousness for the Programme

Also, tutors, facilitators and lecturers of the programme were advised by the respondents to come and facilitate teaching and learning on time. Interviewees revealed that most of the course handlers prefer to handle the courses assigned to them any how and teach without focusing on the needs of the adults. Most were noted to lacking the needed skills to be able to transfer learning to the individual. The authorities of the various distance learning programmes in various universities are advised to organise training workshops to equip course handlers about the various strategies in equipping adult's learners with the much-needed skills to improve productivity at the work place.

Much emphasis was placed on the number of courses that ought to be passed by an individual before certification. Most of the interviewees called for reduction in the number of courses that they were made to study for certification. Some even went to the extent of suggesting that enough training workshops and training sessions organised for adult learners who are already on the job because coping with the stress within the distance learning programme and other responsibilities were far more difficult. The unanimous decision was for authorities to reduce courses and make adult learners rather go through the pertinent courses that is necessary for further acquisition of skills in the work place.

The authorities in charge of various institutions running the distance learning programme, were similarly advised by the interviewees that if they really want to sustain adult learners on the distance learning programmes, they should be separated from the young individuals. The old adult of fifty years and above preferred that because of the unique aspects of their educational needs and psychological needs they should be given intuition different from that of the young adults. Adults learners find it difficult to compete with young learners, they see it totally wrong when they are mixed together

with young learners, treated as equal and assessed the same. Adult learning is for the purposes of reinforcements of ideologies and equipping individuals with better ways of doing work and therefore it is believed that training young learners who are yet to acquire basic knowledge to acquire a career shouldn't be mixed with adult learners since their mode of training can't be the same.

More responses generated from adult learners concerning the various mechanisms they think when put in place would sustain them on the distance learning programme was for the authorities of the distance learning programmes in all institutions that run such programmes to separate the adult learners from the young learners because the training needs and experiences of the adult is entirely different from that of young individuals. Similarly, tutors were also advised to take their time and slow down for adult learners to absorb whatever knowledge is been communicated stage by stage and gradually. Likewise, the interviewees suggested that if their training would be different from that of the young adults and would be separated from them, then their learning materials, instructional materials and modes of assessment as well as grading requirements should also be entirely different from that of the young learners.

3.21. Adequate Provision for Study Materials for Distance Education

The learning materials, instructional strategies and assessment of adult learners is of much importance to their learning. As such adult learners preferred that they will their assessment and grading system will be flexible since they just need understanding of key concepts and topics to enhance their productivity and acquire further knowledge. It was noted that when adult learners learn similar instructional materials similar to that of the young learners they are treated as people with similar needs and their assessment and grading also become similar. Young learners were people who were in the process of acquiring knowledge for the job market but adult learners just needed further knowledge to cope with the ever-changing needs of the job market.

Therefore, it deemed necessary for adult learners to be given different grading requirement which is flexible related to an individual's understanding of concepts and ideologies. The respondents again questioned the mode of assessment and questioning techniques, they were against questions that made them to be engaged in rote learning. The rather preferred application and analysis kind of questions which will make you to apply the knowledge acquired in solving a basic problem. The learning materials should also be made very simple, interesting, self-explanatory and very understandable.

These are some interesting responses shared by UCC A 3: *"The authorities expect us to pass but because of our problems, it's sometimes difficult to make the grades. Authorities should at least have a slower pace in teaching the adults. And at least if they can have a separate programme run for the adults, it will be very beneficial and we can all pass successfully"*. Similarly, in an interview with UCC A4, it was disclosed that: *"If the school will run a different programme which only adults can enrol to upgrade themselves. And the grading system should also be checked so that more adults will be successful on the programme"*. UEW A3 indicated that: *"Tutors should be a little considerate about the time and they should stop giving us "fill in the gap" questions. The sanitation should be improved at some centres"*.

VVW A5 also indicated that: *"The programme is very intensive, so the authorities should plan a separate programme for we the adults, to upgrade ourselves. This will be a bit easier for us because some of us can't do the calculus. We always struggle for tables and chairs so the authorities should provide more tables and chairs"*. Similarly, UEW A4 was of the view that: *"Authorities should organize upgrading courses for teachers on the field without bordering us with these paid courses"*. UEW A5 rather discussed that: *"The load of subjects should be reconsidered. The programme should be more flexible"*. VVW A7 preferred to share his thoughts that: *"The programme should be a little relaxed for the adults to understand. If the authorities can have a simple and separate programme drawn out for the adults, it will sustain more adults to be on the programme"*.

In an interview, UEW 10 also disclosed that: *"Authorities should employ tutors who have patience with us. Some rush too much. Some of the topics should also be reduced. And they should remove the writing of the long essay"*. UCC 10 disclosed that: *"The adult learners should be considered in some of the courses, especially the grading because some of us completed school years back and it gets really difficult to easily grasp what has been taught. Authorities should run a simple programme for us the adult learners so that we can upgrade ourselves"*.

Finally, VVW A2 said that: *"Lecturers should meet their target by coming to lectures, doing their work properly without postponement of lecturers. The distance education office should inform lecturers to mount their courses early"*.

3.22. Reduction of Fees for Distance Education

The payment of fees either academic tuition fees or any kind of fees payment which is acceptable and approved in the formal education system is key to the educational requirement of individuals. The payment of fees helps the schools or various institutions to generate funds to embark on developmental projects, acquire teaching learning resources, pay utility bills and help in the payment of workers. Adult learners agree very well with the payment of fees because they are aware of its significance in the educational system since most of them are teachers. However, the respondents stressed that the mode through which fees are collected from them seem to be very unreasonable. The interviewees disclosed that most of them fall within the working class and they have every assurance of the payment of fees and non-payments means withholding of your certificate after completion of the programme.

The interviewees responded that one mechanism that sustain adult learners on the distance learning programme is to make the terms of the payment of fees very flexible for them. Most respondents were of the view that since they are parents with family responsibilities and personal responsibilities, most at times they delay in the payments of fees. It was disclosed that when it happens like that, they are been sacked from attending lectures, their learning materials delayed

and humiliated to make payments. Moreover, interviewees think that since they are adult and are working, they would make payments of their fees though other responsibilities cause the delay so their payments of fees should also be made flexible.

When the terms of payments are made flexible for adult learners, they agreed that it would be very helpful and a lot of them would be able to enrol on the distance learning programmes. The following interesting responses were shared by UEW A7: *"Authorities should spread the payment of fees because we have families to take care of. Tutors should consider examinations questions and the grading systems should be checked too"*. It was also indicated by VVW A1 that: *"The authorities should motivate the adult learners by not sacking them from the lecture halls or exam room because of non-payment of fees. It embarrasses them. Date of reopening should be restructured to meet the end of the month so that school fees could be paid"*. UCC A2 indicated that: *"Though we know we have to pay our fees; we are pleading with the authorities to give us more time to pay. ICT should at least be added to the programme so that those who are not familiar with the use of the computer can also learn"*.

VVW A6 also disclosed that: *"In fact we beg the authorities to exercise patience when we have not paid the full fees. It is not easy combining family to school. The tables and chairs are not enough and it is sad to see adults like me struggle to get chairs and tables to use so I beg them, they should do something about it"*. UCC A6 stressed that: *"Authorities should reduce the fees and also provide incentives for adult learners. Buses should be provided to transport students, at a reduced cost"*. UCC7 preferred to share that: *"Authorities should reduce the fees and also provide incentives for adult learners. Buses should be provided to transport students, at a reduced cost"*. In an interview with UEW A9 it was stressed that: *"The programme should not be too packed. It should be at least 3 courses per semester. It is a very good programme"*. UCC 8 disclosed that: *"Since most of us are parents, authorities should give us more time to pay our fees. And the fees should be split so we can pay over time"*. UCC 9 also disclosed in an interview that: *"Authorities should reduce the fees and also provide incentives for adult learners. Buses should be provided to transport students, at a reduced cost"*.

3.23. Making Distance Education Programmes Attractive for Adult Learners

Finally, the respondents discussed that in sustaining adults who are on the distance learning programmes and making the programme appealing for other adults who are willing and ready to patronize such programmes the various institutions who provide distance learning for adults should embark on infrastructural development, modern equipment and materials for teaching and learning. The respondents disclosed that most at times the distance learning centres are covered with garbage. The distance learning centres should be provided with dustbins and refuse dumps so that learners would not tend to throw rubbish anywhere and tend to make the environment dirty. Also, a lot of individuals should be employed to work at the centers, by cleaning the compounds, the washrooms, lecture halls and offices on time to make such places conducive for learning. Other interviewees wished that buses would have been provided by the various universities who are into distance education so that the buses would pick students to the centers for lectures and back home after the lecture schedules. These respondents disclosed that would reduce the stress involved in getting a means of transportation to the various study centres. The respondents disclosed that they usually get late to the lecture rooms and get home very late because of the issue of transportation. As such in order to sustain adults on the programme funding should be sought and separate monies set aside for the acquisition of buses to ease the transportation problem.

Most respondents preferred that they rather be given accommodation at the study centers. The interviewees disclosed that the stress of travelling to study and back home throughout the weekends coupled with work related stress and family responsibilities is seriously unbearable. The respondents preferred the various institutions to seek for sponsorship, or go into partnerships with corporate bodies or use some of their internally generated funds to build suitable accommodation facilities for their students to accommodate them throughout the weekends when they are to study at their assigned centres. The interviewees also preferred that laboratories with sophisticated equipment's and libraries be built alongside this accommodation facilities. The respondents disclosed that they can't learn basic ICT tools without going to the computer laboratory to experiment. Some also disclosed that because they are into science education, they need to be at the laboratory to add up to the needed experiences they are to acquire to improve productivity at their work place. Some respondents even preferred laptops to be distributed to learners and budgeted for in their school fees to be able to practice basic computer skills to study. The following interesting comments were discussed by UEW A6: *"Authorities should provide us with laptops. ICT courses should be taught in labs"*. Similarly, UEW A8 said that: *"Authorities should create a good communication channel because sometimes we don't hear some very important information. It is a very good programme so I encourage all teachers to take part"*.

VVW A3 also disclosed that: *"Authorities should provide us with furniture so that adult learners will not struggle, looking for places to sit. Authorities should device modalities to collect fees and they should be flexible in the collection of fees"*. VVW A4 indicated that: *"Authorities should streamline things, especially the lecture rooms should be properly allocated. There should be proper communication when it comes to issues that concerns us. There should be enough rooms for various lectures"*. Finally, UCC A5 shared that:

"Authorities should at least get hostels at moderate prices for those who stay far. The Fees is too expensive and should be reduced. The programme should be streamlined separately for teachers who teach Preschool, Primary school, and Junior High school. It will also be very convenient if the lecture times could be adjusted. If Saturday lectures could be from 8:00 am to 2:00pm and on Sundays from 8:00am to 1:00pm".

In suggesting mechanisms for sustaining adult learners on the distance learning programmes, Dench and Regan (2000) concluded from a research that eighty per cent of learners reported a positive impact of learning on at least one of the following areas: their enjoyment of life; their self-confidence; how they felt about themselves; satisfaction with other

areas of life; and their ability to cope. A lot of the students reported an improvement in their ability to stand up and be heard and/or their willingness to take responsibility. Most students reported an increased involvement in social, community and /or voluntary activities as a result of learning. The most important reasons for learning were intellectual. Learners reported wanting to increase their knowledge, to keep their brain active, enjoying the challenge of learning new things and wanting to learn about something they had always been interested in. The second most important group of reasons was personal. People wanted to gain qualifications for personal satisfaction, to do something with their time and to take their life in different directions. Instrumental reasons, such as having to do some learning for work, to help the family and to help with voluntary or community work were less important. Nevertheless, 74 per cent of learners reported at least one of these types of reason as very or fairly important (Rehman, 2005). Without motivation learning is not possible so it is necessary for teachers to motivate their students (Rehman, 2005). Women were more likely to report positive benefits of learning and across the whole range of areas listed above, apart from their willingness to take responsibility. A number of women in that sample reported having few opportunities to learn earlier in their life, for example, due to their parents and/or partner seeing learning as unimportant for women or due to their family and caring responsibilities. Women in particular, reported the sense of achievement they experienced through being able to learn and, in some cases, pass a qualification (Dench, & Regan, 2000).

4. Conclusions

Since most of the adult learners were motivated or encouraged by a number of factors to pursue distance education, Adult learners enroll on the distance education programmes to upgrade their skills and improve upon their expertise, to improve themselves and develop their personality, and in order to receive high pension take home allowances and bonuses. It is concluded that adult learners enroll on the distance education programme in order to acquire certificates for promotion, certificate to establish one's own job, certificate to get good job in the future and to acquire further knowledge in education.

Challenges that adult learners face in pursuing distance education includes the inability to get access to learning and studying materials, limited or little time, or lack of time on the part of the adult learners to effectively utilise it in studying and academic stress due to the fact that they perform a lot of responsibilities which results in role conflicts. Intensive nature of the distance education programmes leads to academic stress on the part of the adult learners. Tutors of the distance education programmes lack the required expertise to teach the various to suit the needs of the adult learners, are not punctual and regular to lectures, are unable to teach to the understanding of students and lack the methods of teaching. Financial constraints which results in delay in the payments of fees, inability to study due to tight schedules and the delay in the distribution of the learning materials are all challenges adult learners face in their pursuance of distance education programmes.

It is established that strategies that would help in retaining adult learners on the distance education programme is making the distance learning programme to focus on the educational needs of adult learners or separating adult learners and giving them separate intuition different from that of the young learners. Tutors who teach distance education courses should be given training on the methods of teaching adults, take their time to teach systematically for the understanding of learners and make sure the pace that would be adopted to teach will suit the pace of understanding of adult learners. In all tutors were to adopt special teaching skills in teaching adult learners which should making learning simple and flexible. Tutors are to use different teaching learning resources that would suit the learning needs of the adult learners. It can also be concluded that examinations, assessments and grading of students should be made flexible to suit adult learners in order to retain them on the distance education programme. Payment of fees should be made flexible for adult learners, teaching learning materials should be distributed on time to adult learners, a lot of study centres should be established across the country to make adult learners enroll on the distance learning programmes in study centres near to their homes to release them of the stress of commuting all the time to the various study centres all the time, linking adult learners to various job opportunities and ensuring that adult learners who apply for any of the distance education programmes would be given the preferred course of study. Finally, the various mechanisms that can be put in place to maintain adult learners on the distance education programme includes making the payment of fees flexible, providing accommodation for long distance students to lodge in, providing of buses to commute adult learners to and fro to the study centres and back home after close of class. Instructional materials should be distributed to adult learners on timely basis and made simple for easy understanding. The tutors, lecturers and facilitators who handle the courses and programmes are advised to take their time to teach adult learners to fully understand concepts and topics, they are expected to also be punctual and regular at the various study centres. The study concludes that the number of courses required for graduation should be reduced for adult learners so that specific courses and vital courses would rather be given to students for students to easily complete their programmes on time without much stress since they are already performing on the job. Adult learners are to be separated from the young learners and given different training and intuition since the training needs of the adult learners are however different from that of the young learners. The mode of assessments, examinations and grading requirements of adult learners should be made flexible for adult learners to easily complete their programmes.

5. Recommendations

Based on the findings of the study and the conclusions that have been drawn, the following recommendations are made to help improve adult motivation towards the pursuance of distance education in selected universities in Ghana.

- The government of Ghana, Ministry of education, Authorities of various universities that run distance education programmes, NGO's and stake holders should help set policies that will regulate the payment of fees to be very

flexible and less expensive for adults who want to further their education to acquire adequate knowledge in any field of endeavor to improve productivity to do so.

- The government of Ghana, Ministry of education, Authorities of various universities that run distance education programmes, NGO's and stake holders should help to source for funding to put up accommodation facilities for long distance education students to lodge in when they come for their lecturers and are unable to return home but wait for the subsequent day's activities. This will ease the stress adult learners go through in searching for accommodation facilities when unable to return to their homes after close of lectures but to wait for the subsequent lectures the following day.
- The government of Ghana, Ministry of education, Authorities of various universities that run distance education programmes, NGO's and stake holders should help to source for funding to acquire buses to commute adult learners to and fro to the study centres and back home after close of class. This will also once again ease the stress that distance education students go through in securing various means of transportation to their various homes after close of lectures.
- Authorities in charge of various universities that run distance education in Ghana should ensure that instructional materials are distributed to adult learners on time and the instructional materials made simple for easy understanding of the students. When instructional materials and lecture materials are distributed on time students would have adequate time to be able to study materials and make useful contributions in their teaching and learning lessons.
- Authorities in charge of various universities that run distance education in Ghana should organise seminars, workshops and symposiums for tutors, lecturers and facilitators who handle the courses and programmes in order to take their time to teach adult learners to fully understand concepts and topics, be punctual and regular at the various study centres and adopt strategies and techniques with the required skills that is useful in teaching adult learners to fully understand concepts, topics and issues for easy understanding and comprehension in order to fit into any work environment after graduating from the various programmes and easily make use of knowledge in solving daily challenging issues.
- The government of Ghana, Ministry of education, Authorities of various universities that run distance education programmes, NGO's and stake holders should formulate policies that will ensure that adult learners are separated from the young learners and given different training and intuition since the training needs of the adult learners are however different from that of the young learners. This measure will make adult learners to sufficiently be given individualized teaching based on their needs for them to fully understand concepts and make use of them when the need arises in solving basic challenging issues in life.
- The government of Ghana, Ministry of education, Authorities of various universities that run distance education programmes, NGO's and stake holders should also regulate the mode of assessments, examinations and grading requirements of adult learners. Since adult learners are faced with many challenges and perform a number of responsibilities that takes them away from full involvement in academic activities it is required that their assessments and grading requirements be made flexible so that adult who would want to enroll on the various distance education programmes can do so.
- The government of Ghana, Ministry of education, Authorities of various universities that run distance education programmes, NGO's and stake holders should also set policies that would link students of the various distance education institutions to job opportunities. When after the completion of the programme, adult learners find nothing to do with their certificates it would then be useless of pursuing such a programme. Therefore, the programmes should be designed in such a way that individuals would be made to be doing job attachments with various firms during vacations and fully employed after school. This measure would tend to put a lot of adult who want to further their education to acquire job related skills to do so.

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