

Non-Formal Education Models and Society 5.0. Goal Attainment In Oyo State

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Abstract: This study examined the influence of non-formal education models (literacy, further and professional education) on goal attainment of society 5.0 in Oyo State. Descriptive survey research design was used for the study. The study used purposive sampling technique to select six study centres from the entire seven centres which are located in five educational zones in Oyo State. (Ibadan, Ibarapa, Ogbomoso, Okeogun and Oyo). Also, 40 students each were randomly selected from the entire 1,312 students (459 HND two students and 853 400 students) running Higher National Diploma and Degree programmes in the six sampled centres making two hundred (240) respondents. The data collected through self-designed questionnaire titled 'Non - formal Education Models and Goal Attainment of Society 5.0 Questionnaire' were analyzed using simple percentages and Pearson moment correlation coefficient. All the hypotheses were tested at 0.05 level of significance. The results from the analysis revealed that literacy education (P value of 0.003 and R value of -0.194) and further education (P value of 0.025 and R value of -0.145) had weak negative significant influence on the goal achievement of society 5.0 but no significant correlation was established between professional education (P value of 0.124 and R value of -0.099) and goal attainment of society 5.0. It is therefore concluded that only two models of non-formal education (literacy and further education) play crucial role in the growth, development, promotion and goal attainment of society 5.0 or digital society. Based on the findings and conclusion, it was recommended that government and other stakeholder should encourage citizens of the state to acquire functional literacy skills needed for the achievement of goal of society 5.0 to enjoy life to the fullest.

Keywords: non-formal education, literacy education, further education, professional education and Society 5.0

1. INTRODUCTION

The dynamism of the society is as a result of tremendous changes witnessed by the society. Nigeria as a nation is not exempted. The different forms of society such as hunting society (Society 1.0), agricultural society (Society 2.0), industrial society (Society 3.0), and the information society (Society 4.0) is an indication that our societies had under gone series of transformations.

According to Meiping (2019), humanity started as a hunting society (society 1.0), then the agricultural society (society 2.0), after that is the industrial society (society 3.0) and the information society (society 4.0). The fifth form of society in the human history in chronological order of hunting, farming, industry, and information is society 5.0 which was first raised in 2016 in Japan as a technology-based and human-centered society. Society 5.0 is explained by the government of Japanese as the super smart society that creates a society where people can resolve various social challenges through the incorporation of innovations such as artificial intelligence, robots, internet of things and big data into society (Japan Business Federation, 2016). The goal of society 5.0 is to achieve a society where people enjoy life o the fullest through economic and technological advancement.

Nigeria like other countries of the world is undergoing rapid social, economic and political reforms. The country sets to have a large, strong, diversified, sustainable and competitive economy that effectively harnesses the talents and energies of her people to guarantee a high standard of living. The means of empowering people for the attainment of the national development plan and target is education. Education, according to the Federal Republic of Nigeria (2014) in the National Policy on Education (NPE) is regarded as an instrument per excellence for social and economic reconstruction of the nation. It is the key to the realization of Nigeria's collective aspiration of being among the top 20 developed nations. It is an agent of change. To buttress the role of education as agent of sustainable economic transformation, Babalola (2015) stated that education is one of the many elements that influence economic growth and it does so in four main ways. First, education inculcates skills such as typing, accounting teaching, medicine, law, engineering and electronics, which are useful in the productive process. Secondly, education imparts knowledge of Economics, Politics, Science, History, Arts, Geography, Philosophy, Mathematics and logical reasoning that can contribute to the most important aspects of economic growth such as innovation, adaptation and entrepreneurship. Thirdly,

education provides job ethics and attitude conducive to production of goods and services. Finally, education serves as a screening device for selecting or identifying talents in the most efficient manner.

Non-formal education is a form of education that shares the characteristics of both formal and informal education. It is an all-encompassing education that takes care of every category of people in the country. It is an education for doing. A typical example of non-formal education is adult education which is the practice of educating adults based on their felt needs. Odimayo (2019) explained non-formal education as the education that occurs outside the formal school system. It is often used interchangeably with terms such as community education, adult education, lifelong education and second-chance education. It includes accredited courses run by well-established institutions as well as locally based operations with little funding.

Oyo State as one of the state of Federation in Nigeria is in an era of drastic change. As the economy of the state grows, life is becoming progressive and need for energy and foodstuffs is growing. Also, the globalization of the economy is progressing, national competition is becoming increasingly severe and social problems are becoming increasingly complex. There is need for awareness and thorough understanding of new technologies such as internet of things, robotics, artificial intelligence, and big data to achieve the goal society 5.0 needed for sustainability of economic development and solving of social problems in the digital society.

Inability to achieve the goal of society 5.0 that incorporates new technologies to achieve economic development and solve social problem hinders people to enjoy life to the fullest in Oyo State. The difficult of Oyo State in achieving the goal of forward-looking society that breaks down the existing sense of stagnation could be as a result of lack of people of the state's awareness and understanding of new technologies such as artificial intelligence, internet of things, robotics and big data which are components of the society 5.0 needed for economic transformation and solving of social problem. Education is regarded as an agent of change, key that unlocks door to modernization and effort of a state to achieve her social, economic and political standard of life. Non-formal education provides practical based curriculum relevant to the needs of the society. This study therefore sought to investigate the influence of non-formal education models (literacy, further and professional education) on the attainment of the goal of society 5.0 in Oyo State.

2. METHOD

The research design employed in this study was descriptive survey research design. The population comprised all the seven study centres running Higher National diploma and Degree programmes in Oyo State. These centers were located in five main educational zones in the state. These

zones are Ibadan, Ibarapa, Oke-Ogun, Ogbomoso and Oyo. A total of 1,312 (459 HND two and 853 400 level) students running Higher National Diploma and Degree programmes respectively served as total respondents. The study used purposive sampling technique to select six centres from the five educational zones in Oyo State. Also, forty (40) students each were randomly selected from the six (6) sampled centres making two hundred and forty (240) respondents.

3. RESULTS

Research Question one: What is the level of awareness of society 5.0 among the selected respondents in Oyo State? The analysis in the table 1 showed that 234(97.5%) out of 240 respondents were aware of society 5.0 or digital society while only 6 (2.5%) were not aware. This result revealed that the level of awareness about society 5.0 among the respondents in Oyo State was very high.

Research Question Two: Which of the components of society 5.0 are the selected respondents familiar with in Oyo State? The analysis in the table three showed that most of the respondents were aware of the components of society 5.0 such as artificial intelligence, robot, internet of things, block chain technology, cashless payment, autonomous driving taxis and buses and delivery drone.

Ho1: There is no significant correlation between functional literacy education and attainment of goal of the society 5.0 in Oyo State. The P value of 0.003 is significant at 0.05 level of significance with R value of -0.194. This shows a weak negative correlation between functional literacy education and attainment of society 5.0 The null hypothesis is therefore rejected while the alternative hypothesis is accepted. The conclusion is that there was significant correlation between functional literacy education and goal attainment of society 5.0 in Oyo State.

Ho2: There is no significant correlation between functional further education and attainment of goal of the society 5.0 in Oyo State. The P value is 0.025 while the R value is -0.145. This shows a weak negative correlation between functional further education and achievement of society 5.0 at 0.05 level of significance. The null hypothesis is therefore rejected and the alternative hypothesis is accepted. The conclusion is that there is significant correlation between functional further education and goal attainment of society 5.0 in Oyo State.

Ho3: Functional professional education has no significant relation with the attainment of goal of the society 5.0 in Oyo State. The P value is 0.124 and the R value is -0.099. This establishes no significant correlation between two variables at 0.05 level of significance. The null hypothesis is therefore accepted and the alternative hypothesis is rejected. The conclusion is that there is no significant correlation between functional professional education and goal attainment of society 5.0 in Oyo State.

Table 1: Level of Awareness of Society 5.0

Awareness of Society 5.0	Yes	No	Total
	234 (97.5%)	6 (2.5%)	240 (100)

Table 2: Components of Society 5.0

Components of Society 5.0	Yes	No	Total
Artificial intelligence	223 (92.9%)	17 (7.1%)	240 (100%)
Robot	232 (96.7%)	8 (3.3%)	240 (100%)
Internet of things	240 (100%)	-	240 (100%)
Block chain technology	164 (68.3%)	76 (31.7%)	240 (100%)
Cashless payment	238 (99.2)	2 (0.8)	240 (100%)
Autonomous driving taxi and buses	195 (81.3)	45 (18.7%)	240 (100%)
Delivery drone	178 (74.2%)	62 (25.8%)	240 (100%)

Table 3: Correlation between Functional Literacy Education and Attainment of Goal of the Society 5.0
Correlations

		Achievement of society 5.0	Literacy Education
Attainment of goal of society 5.0	Pearson Correlation	1	-.194**
	Sig. (2-tailed)		.003
	N	240	240
Literacy Education	Pearson Correlation	-.194**	1
	Sig. (2-tailed)	.003	
	N	240	240

** . Correlation is significant at the 0.05 level (2-tailed).

Table 4: Correlation between Functional Further Education and Goal Attainment of Society 5.

		Goal Attainment of Society 5.0	Further Education
Goal Attainment of Society 5.0	Pearson Correlation	1	-.145*
	Sig. (2-tailed)		.025
	N	240	240
Further Education	Pearson Correlation	-.145*	1
	Sig. (2-tailed)	.025	
	N	240	240

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5: Correlation between Functional Professional Education and Goal Attainment of Society

		Goal Attainment of society 5.0	Professional Education
Goal Attainment of Society 5.0	Pearson Correlation	1	-.099
	Sig. (2-tailed)		.124
	N	240	240
Professional Education	Pearson Correlation	-.099	1
	Sig. (2-tailed)	.124	
	N	240	240

4. DISCUSSION

The result from the hypothesis one with P value of 0.003 and R value of -0.194 showed a weak negative correlation between functional literacy education and goal attainment of society 5.0 in Oyo State. This revealed that there was a significant correlation between functional literacy education and goal attainment of society 5.0 in Oyo State. Most of the respondents agreed that literacy education assisted them in operating cashless payment, operating new technological devices, connecting and sharing information on health care and be more creative and innovative in the digital society. The awareness and understanding of new technology devices through literacy education will go a long way to achieving a forward-looking society that breaks down the existing sense of stagnation in Oyo State. The testing of hypothesis two with P value is 0.025 and R value is -0.145 at 0.05 level of significance showed a weak negative correlation between functional further education and goal achievement of society 5.0.

This result established that there was a significant correlation between functional further education and goal attainment of society 5.0 in Oyo State. Most of the participants agreed that functional further education could improve their skills of creativity and innovation, enhance their understanding on how robots and artificial intelligence work and assist them in adopting and operating cashless payment in the digital society that enables people to enjoy life to the full.

The results obtained from the hypotheses one and two supported the view of Digital Management and Leadership (2018) who reported that education promotes collective intelligence, innovation, creativity and develops skills of new technology. The result from hypothesis three with P value is 0.124 and the R value is -0.099 at 0.05 level of significance showed no significant correlation between functional professional education and goal attainment of society 5.0 in Oyo State. This result indicated that functional professional education had no significant relation with goal attainment of society 5.0 in Oyo State. Most of the respondents agreed that their professional education and training had no influence in adopting and operating cashless payment in the digital society which is one of the components necessary for the realization of the goal of society 5.0.

This result contradicted the report of Babalola (2015) who stated that education provides the skills and knowledge of innovation and adaptation which are important aspects of achieving the goal of society 5.0 and economic transformation

5. CONCLUSION

The study established that only two models of non-formal education (literacy and further education) had significant influence on goal attainment of society 5.0 or digital society in Oyo State. Most of the respondents agreed that literacy and further education assisted them in operating cashless payment, operating new technological devices, connecting and sharing information on health care and be more creative and innovative in the digital society.

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