

INTERNATIONAL JOURNAL OF DISTANCE EDUCATION (IJODE)

ISSN: 0795 - 0065 VOLUME 5 MAY, 2010



A JOURNAL OF
THE DISTANCE LEARNING CENTRE
UNIVERSITY OF IBADAN, IBADAN, NIGERIA



**INTERNATIONAL JOURNAL
OF DISTANCE EDUCATION
(IJOE)**

VOLUME 5

IBADAN UNIVERSITY LIBRARY

INTERNATIONAL JOURNAL OF DISTANCE EDUCATION (IJODE)

EDITORIAL BOARD

Professor C.B.U. Uwakwe - *Editor-In-Chief*

Dr. Bola Udegbe - *Deputy Editor-in-Chief*

Professor M.B.W. Avoseh,

School of Education

University of South Dakota, United State of America

Dr. O. A. Okwilagwe

Dr. R. O. Aderinoye

Dr. P.O. Olapegba

Prof. A. E. Aiyelari

Prof. Wale Morohunkola

Dr. M. N. Odinko

Dr. Duro Adeleke

Dr. A.O. Ayeni

Dr. Adebomi Oyewumi

Dr. J. O. Osiki

Dr. A.O.U. Onuka - *Coordinating Editor*

Editorial Assistants: Mrs Esther O. Durowaju

Mr. Tosin Kolajo

Submission of Papers

Papers of Consideration for possible publication in the journal should be submitted, in three hard copies and a floppy diskette in MS Version, to either the Editor-In-Chief:

Professor C.B.U. Nwakwe

Department of Guidance and Counselling

University of Ibadan, Ibadan, Nigeria.

e-mail: uwakweebudr@googlemail.com or charles.uwakwe@mail.ui.edu.ng

OR

Coordinating Editor

Dr. Adams O.U. Onuka

Institute of Education

University of Ibadan

Ibadan, Nigeria.

E-mail: adamounka@yhoo.com or ao.onuka@mail.ui.edu.ng

TABLE OF CONTENTS

1.	Prospects, Problems And Profits Of ODL Tertiary Education in Sub-Saharan Africa - <i>Prof. Dele Braimoh</i>	1
2.	The Challenges of Open Distance Learning in the Developing World - <i>Abiola Odejide</i>	20
3.	Age, Sex and Place of Residence as Determinants of Academic Performance of Students' of Distance Learning Centre, University of Ibadan, Ibadan - <i>Ayeni, A. O. And Atanda, A. I.</i>	30
4.	Determining Psychometric Properties of Achievement Tests in ODL Business Management - <i>Esther O. Durowoju, Adams O. U. Onuka, (Ph. D.) & Adesoye T. Onabamiro,</i>	38
5.	Factors Affecting Learning in an Open and Distance Learning Programme - <i>Dontwi I. K., Amahia G N., Chukwu A. U., and Udombosu C. G.</i>	60
6.	Use of ICT for Administrative Tasks by Distance Learning Students Of University Of Ibadan, Nigeria - <i>Airen Adetimirin and L. Aigbefoh</i>	77
7.	Academic Accomodation of Students with Special Needs in Open/Distance Education. - <i>Adebomi. M. Oyewumi, Ph.D & Peter O. Olapegba, Ph.D</i>	92
8.	Facilitating Open and Distance Learning through Collaboration Measures - <i>Dr. S. C. Jhansi, Dr. Santosh Kumar Mishra,</i>	103
9.	Quality of Instructional Materials in Nigerian University Distance Learning Programmes - <i>Junaid, Ikmat Olanrewaju (Ph.D)</i>	135
10.	Personal and Environmental Stress Indicators Experienced by Pre-primary Teacher Trainees Undergoing Distance Learning Programmes - <i>M. N.Odinko</i> 166	166

QUALITY OF INSTRUCTIONAL MATERIALS IN NIGERIAN UNIVERSITY DISTANCE LEARNING PROGRAMMES

BY

Junaid, Ikmat Olanrewaju (Ph.D)
Institute of Education, University of Ibadan
PHONE NO: 08068063892
e-mail address: iojunaid@yahoo.com

Abstract

The increasing demand for placement in tertiary institutions, without commensurate increase in intakes has necessitated a paradigm shift to open/distance learning programmes. These programmes are characterized by learner-centredness, independent learning and recognition of prior learning. The modes of instructions of distance learning are peculiar with accompanying challenges. This study, therefore, examined the quality of instructional materials in the universities of Ibadan and Lagos Distance Learning Programmes comparatively. The Input-Process-Output evaluation model was employed with emphasis on the input aspect to guide the study. Samples of 400 participants (400 learners from both programmes) were proportionally selected. Two research questions guided the study. One validated instrument was used to collect data. Data were analyzed using frequency counts, percentages and mean. The University of Ibadan Distance Learning Centre (UIDLC) had more textual materials (84.3%) than University of Lagos Distance learning Institute (ULDLI)'s (70.8%), while audio-visual materials and internet facilities were in short supply in both programmes. The two distance learning institutions were striving to meet the stated objectives of using global quality modes of instruction in educating distance learners and utilising innovative method of programme delivery. The two institutions must aim at improving teaching-learning resources, staff capacity development, learner support services, provide students with adequate accessibility to facilities such as e-library, ICT's, internet facilities, and collaborate with reputable foreign distance learning institutions in order to position distance education in Nigeria for global competitiveness.

INTRODUCTION

The challenge of ever-increasing demand for educational opportunities without the commensurate increase in space in higher institutions occasioned by the growing shortfall in annual budgetary allocation, have led to many higher institutions in Nigeria and indeed Sub-Saharan African countries to setting up Distance Learning Programmes. This is especially so in the face of rapid technological change. Distance education is one of the responses to increasing social demands for higher education in contemporary societies. Its most important distinguishing characteristic is its outreach capacity, which makes it adaptable to a variety of situations in which the learner is physically, temporally and spatially separated from the teacher. That is why distance education is often described as 'anytime, anywhere' learning (Obanya, 2004).

Universities all over the world are faced with the challenge of inadequate space, which in turn inhibits greater access to educational opportunities, yet appropriation and revenue for higher education are on the decline (Schott, Chernish, Dooley and Linder, 2002). This situation, they observed, led universities to pay more attention to distance learning programmes, which is a major development in education in the 21st century in both the developed and the developing worlds. In spite of a sometimes seeming wide berth in technological interventions between the North and South of the world, distance education has not only become a focal point of discussions, but it has also been the basis of major developments recorded in the area of educational innovations. Bodies such as the European Union (EU), the Commonwealth and the Southern African Development Community (SADC), among others, have accepted its significance. Governments all over the world have resorted to it as a way out of their resource incapacitation.

In the National Policy on Education, (FRN, 2004), the Federal Government of Nigeria acknowledges the importance of distance education as a system, which encompasses education for all, education for life, life-long education, life-wide education, adult education, mass education, media-based education, self-learning, personalized learning, part-time studies and much more. According to (ADEA, 2004), literature survey, on Sub-Saharan Africa (SSA) indicates that distance learning has been well embraced by the Anglophone African countries while their Francophone counterparts are yet to give it the prominence that is now attached to it all over the world. It also reveals that the programme's value is better appreciated in South Africa than the other sub-regions of the continent.

Other authors and researchers summarized the essence of distance learning as consisting principally of the fact that it uses modes of instruction that facilitate teaching-learning interactions in spite of separation in space and time between the learner and the teacher (Egunyomi, 2001; Fasasi, 2004; Salooja, 2006 and Imhabekhai, 2004).

It is the belief of distance educators that ICT's have positive impact on distance learning. Thus Ivala (1999) opines that television and video recording have a great influence on distance education. These technologies with personal computer and internet have reinvented the way students learn at a distance and aided the development of virtual classrooms and libraries. He thus argues that these technologies should be properly integrated into distance learning to widen its scope, to strengthen the capacity of distance education providers to meet the needs of its clientele. ICT's include print media, audio /video- visual method, multimedia or interaction television, cable, microwave and satellite lineages and fibre optics (Agunga, 1997). However, to Mackintosh (1999) distance education is simply an impossible task without Information and Communication Technologies. Dhanarajan (2001) calls for greater expatiation of the use of ICT's as well as internet-based instructional strategies in distance learning programmes. For Perraton and Potashnik (1997) more advanced telecommunications technologies are not prevalent feature of distance programmes in the third world.

Mwagiru (2001) suggests that if Information Technology is appropriately adopted and utilized in the areas of teaching and learning, it will facilitate reform and transformation of the African educational system to provide opportunities and accessibility at all levels. Gibson and Berge (2006) posit that e-learning initiatives possess the ability to provide just-in-time and just-in-case training develop to bring about performance improvement and creativity. While David (2006) believes that e-learning strategy can make immediate impact on the learner. However, Rosenberg (2001) and Weaver (2003) are of the view that the humans are social learners, thus instructor-led face-to-face session does satisfy them more than web-based training can. At present, e-learning moves in the direction of personalizing e-learning products and services, because that is what the learners' desire (Barron, 2003; Brockbank, 2006).

Jegede (2001) reports that Botswana is an example of an African country successfully using ICT's in distance and teacher education. Smith-Grau (2006) expresses the view that all over the world universities are

increasingly multiplying the number of course offered through the World Wide Web (www) because on-line courses afford both the universities and learners some great opportunities, The on-line environment must be made to meet the needs of the learners if it were to meaningfully impact on them. On-line instruction should be meaningfully designed to create an effective web-based learning environments, communication of instructional objectives clearly and squarely. Danielson, Locke and Burton (2007) express the opinion that on-line courses should also be so developed to make them user-friendly.

Therefore, if distance education of the twenty-first century is to be a worthwhile project, it has to possess sufficient quantum of ICTs video internet to create interactions. Learners' reaction can be posted on the web site as a means of participatory interaction and feedback can also be given to him in the same way. According to Salmon (2004), fostering mutual support for learners and developing skills in E-moderating will be potent not just for survival but appropriate student learning.

A good distance-learning programme will normally possess the following components, namely: management and administration, curriculum design, course production, quality assurance, learner support, and the use of information and communication technologies (ICT's). The essence of the concept of distance learning is the mode of instructional delivery to its students from a distance whereby the teacher and the taught are separated from one another most of the time, except during short contact sessions on few occasions. It is this essence that informs the increasing level of importance being given to it because it thus creates access to education for many who would have otherwise not had such opportunities. Thus, quality is an essential ingredient of distance learning if it were to compete favourably with the regular programme.

Quality is a relative term and it is difficult to define universally, yet, everyone recognizes whatever possesses good quality. According to Ogunsola (2004), Quality is conceptualized as education that leads a learner to the achievement of some defined tasks. This means the acquisition of such an envisaged education is meant to lead the learner to know how to learn, think creatively, reason in abstract and possess creativity in problem-solving. Obanya (2005a) views quality in education as a multi-dimensional concept built into and nurtured in the course of all the phases and all facets of educational development endeavours, in order to ensure that they yield the right type of fruits in a sustainable manner.

According to Ekhaquere (2005) quality is a degree of excellence. He further posits that it is not a fixed, immutable target or destination. Therefore, some kinds of mechanism must be put in place to define and ensure quality in any viable undertaking such as the education sector. Ekhaquere (2005) suggests that quality should be characterized by the following: fitness of purpose, fitness for purpose, value for money, transformation, perfection, and excellence.

Osasona (2005), corroborating Ekhaquere, outlines five major approaches to quality as: exceptionality, consistency, fitness of purpose, value for money and transformation. He notes that exceptionality typifies distinctiveness, excellence and passing a set of minimum standards, while consistency implies 'zero defects and getting things right first time'. Fitness of purpose means the extent to which a product meets a stated purpose. Value for money connotes programme accountability while transformation, simply put, is the extent to which the experiences enhance knowledge, abilities and skills of the student during the learning process.

However, Aworh (2005) views quality as the standard of excellence. That is conformity to a given level of excellence which represents particular standards or specifications. He also states that quality can be defined in terms of teaching, learning and research environment as well as with regards to quality of students, quality of staff and curricula. In a nutshell, quality of a programme can be seen from the perspectives of inputs, processes and outputs of the programme. Quality can only be achieved if those trusted with various functions perform them well. Quality is usually specified with measurable indicators for comparative purposes.

According to Osasona (2005), in Nigeria, maintaining quality in the university system is not new. It started with the University of Ibadan from inception in 1948. Quality maintenance was through both internal and external processes. Such processes include student admission requirements, curriculum reviews, external examining system and accreditation by professional bodies as well as by National Universities Commission. Quality may not always be quantifiable, yet it has a great value attached to it and can be appreciated whenever it is present in anything. It implies thus that quality can be seen and felt even though it cannot be exactly quantifiable.

In Sub-Saharan Africa (SSA), a number of open and distance institutions have put in place programmes to ensure that the type of education they offer

possesses high quality. For instance, at the Makerere University in Uganda, course materials developed by course tutors are reviewed and edited by senior members of academic staff while distance education curriculum at the Universities of Nairobi and Zambia pass through several committees for assessment and reviews before approval. In South Africa, a South African National Qualifications Framework has been established for quality assurance purposes. In Nigeria, according to Osasona (2005) the National Universities Commission (NUC) is charged with both quality assurance and control in the Nigerian university system including distance learning programmes.

University of Lagos Distance Learning Institute (ULDLI) and University of Ibadan Distance Learning Centre (UIDLC) were both able to admit 20,000 and 15,522 persons respectively as at 2008. Yet, the purpose of placing an emphasis on distance learning is to use global quality modes of instruction in educating distance learners, and utilise innovative method of programme delivery. Panda (2005) and Peters (2005) believe that management (including planning) is central to, and an essential part of distance learning. While it is obvious that management of open and distance learning must be innovative and dynamic, for effectiveness, because its pool of studentship is scattered all over the place (Kanshik, Garg and Dikshit 2006).

According to the prospectus of the University of Lagos Distance Learning Institute (ULDLI) (2002–2005) which was still in use as at September, 2008, the Institute was established first as a Correspondence and Open Studies Unit (COSU) in 1973, but transformed to Correspondence and Open Studies Institute (COSIT) in 1983, as a result of its upgrading and restructuring by the University's Senate. In 1997, it was again upgraded and renamed Distance Learning Institute. With this enhanced status, it assumed the status of a college rather than of a faculty. The Institute has three categories of academic staff, namely: the permanent academic staff, adjunct (part-time) academic staff, and associate academic staff. As of 2008, the ULDLI had thirteen full-time academic staff and some two hundred part-time academic staff. A director and a deputy director are part of the thirteen permanent academic members of staff of the Institute as at September, 2008. The Institute also engaged additional ad-hoc academic staff, whenever the need arose.

The University of Ibadan Distance Learning Centre (UIDLC) was conceived as an external studies programme of the Department of Adult Education in 1972 but started operations in 1988. By 1993, it graduated its

first set of students. The Centre was established with the goal of providing university education to students who are too busy, working or living too far away to attend lectures on a regular basis. It got transformed to Centre for External Studies in 1993 when more departments in the Faculty of Education started the programme; and by the year 2002, the programme got upgraded to become distance learning centre with the status of a faculty (UIDLC Prospectus, 2006 Edition). However, unlike the ULDLI, the UIDLC does not have academic staff of its own, but relies entirely on those of the participating departments.

The main objectives of these two Distance Learning Programmes (University of Lagos Distance Learning Institute and University of Ibadan Distance Learning Centre) were synchronized thus:

Bridging the gap between actual enrolment and demand for enrolment in university education in Nigeria;

To use global quality modes of instruction in educating distance learners;

Utilization of innovative method of programme delivery;

Provision of quality education through distance learning mode to enhance Distance Learner's productivity.

Comparing the two distance learning institutions, both programmes use printed materials, face-to-face lectures on weekends, tutorials in mathematically-oriented courses and contact sessions as the major media of instruction but have not been able to perfect the multi-media instructional strategy. However, both Institutions make use of audio and video media which are distributed to students as parts of course materials. University of Lagos Distance Learning Institute uses Radio Unilag which covers only two hundred metres radius within Lagos Metropolis while the University of Ibadan Distance Learning Centre has 'Diamond F.M' Radio Station which covers Ibadan and its environs.

The University of Lagos Distance Learning Institute has its own large building with library and some lecture rooms like other faculties on the main campus and has the status of a college placing at par only with the college of medicine, unlike its University of Ibadan Distance Learning Centre counterpart, whose status is only at par with that of a faculty. The University of Ibadan Distance Learning Centre has its administrative building outside the University of Ibadan Campus, and uses lecture rooms on the main campus for its contact sessions until year 2009, when it acquired more buildings outside the main campus for lectures during contact sessions.

Technology adoption is a key issue in determining the success or failure of a distance education programme everywhere, Nigeria inclusive. In promoting quality and ensuring sustainability of the distance learning education programmes in the two distance learning institutions (UIDLC and ULDLI), the possibilities of ICT's (information and telecommunication technologies) and other appropriate techniques would have to be fully exploited in order to meet up with the second and third objectives of the two distance learning programmes

Existing literature shows only case studies rather than comparative study of at least any two of such existing programmes, by which they can learn from each other. In addition, compared to distance learning programmes being run by other countries such as South Africa, Zambia, Botswana, China, the United Kingdom, and the United States of America, the ULDLI and UIDLC have not been able to perfect the use of Multi-Media Instructional Strategy. However, this picture is contrary to what obtains in the countries listed above. Therefore, it becomes imperative to carry out a comparative assessment research on quality of instructional materials in the University of Lagos Distance Learning Institute and the University of Ibadan Distance Learning Centre. The utilization of the results of this study would move the institutions closer to the achievement of their set objectives. This trend would also culminate in improved quality, making a meaningful impact on the society as it will equally enhance access to distance learning programmes in Nigeria and further reduce the level of illiteracy in the country.

Statement of the Problem

Distance learning has become an alternative means of education globally. Yet, it is not encouraging in Nigeria, as the programmes are yet to catch up in terms of some aspects that can enhance quality, especially, in the variety of instructional strategies employed, the provision of the various components of learner-support to the distance learner, and the use of Information and Communication Technologies, among others. Since constant power supply facilitates the use of modern technologies, the constant power outage in Nigeria also constitutes a problem for quality distance education. There is need therefore, to seek ways of improving the quality of Distance Learning Programmes in Nigeria and the need for a comparative study of at least, two of such programmes. It is against this background that the present study undertook comparative evaluation of instructional materials of the University of Ibadan Distance Learning

Centre and the University of Lagos Distance Learning Institute Programmes.

Research Question

What are the comparative levels of relevant learning materials in the two distance learning programmes in terms of:

- (A) ❖ availability?,
- (B) ❖ condition if available and,
- (C) ❖ adequacy?

Methodology

This study is an ex-post facto survey research and it adopted Input-Process-Output evaluation model. The target population for the study comprised all distance learning students of the two Institutions from 1996/97 to 2005/2006 academic sessions. Proportional sampling technique was employed in this study. Distance learning students (from 200 to 500 levels) were clustered according to all participating faculties of the two distance learning institutions. Students from each of the five faculties: (i) Education, (ii) Business Administration, (iii) Accounting, (iv) Library and Information Science, and (v) Mass Communication of the University of Lagos Distance Learning Institute were chosen using probability proportion to size as sample for the study. However, students from five participating faculties, namely: Education, Arts, Agriculture, Sciences and Social Sciences of the University of Ibadan Distance Learning Centre, were chosen using probability proportion to size as sample for the study. The sample comprised 400 distance learning students of the two institutions. In all, a total sample size of 400 participants, were involved in the study.

The instrument constructed by the researcher for data collection was Inventory on Learning Materials (ILM). This instrument was developed by the researcher. It was used to solicit information on availability and adequacy of distance learning materials from students of the programme. It has four sections A, B₁, B₂, and C. Altogether, Inventory on distance learning materials, has 93 items. Validation exercise was conducted on 100 student's sample of a similar distance learning institution, after necessary corrections had been effected and the reliability co-efficient of 0.89 was established. Data were collected with the help of six trained research assistants and analysed using frequency counts and percentages.

Results and Discussion

Centre and the University of Lagos Distance Learning Institute Programmes.

Research Question

What are the comparative levels of relevant learning materials in the two distance learning programmes in terms of:

- (A) ❖ availability?,
- (B) ❖ condition if available and,
- (C) ❖ adequacy?

Methodology

This study is an ex-post facto survey research and it adopted Input-Process-Output evaluation model. The target population for the study comprised all distance learning students of the two Institutions from 1996/97 to 2005/2006 academic sessions. Proportional sampling technique was employed in this study. Distance learning students (from 200 to 500 levels) were clustered according to all participating faculties of the two distance learning institutions. Students from each of the five faculties: (i) Education, (ii) Business Administration, (iii) Accounting, (iv) Library and Information Science, and (v) Mass Communication of the University of Lagos Distance Learning Institute were chosen using probability proportion to size as sample for the study. However, students from five participating faculties, namely: Education, Arts, Agriculture, Sciences and Social Sciences of the University of Ibadan Distance Learning Centre, were chosen using probability proportion to size as sample for the study. The sample comprised 400 distance learning students of the two institutions. In all, a total sample size of 400 participants, were involved in the study.

The instrument constructed by the researcher for data collection was Inventory on Learning Materials (ILM). This instrument was developed by the researcher. It was used to solicit information on availability and adequacy of distance learning materials from students of the programme. It has four sections A, B₁, B₂, and C. Altogether, Inventory on distance learning materials, has 93 items. Validation exercise was conducted on 100 student's sample of a similar distance learning institution, after necessary corrections had been effected and the reliability co-efficient of 0.89 was established. Data were collected with the help of six trained research assistants and analysed using frequency counts and percentages. **Results and Discussion**

Research Question

What are the comparative levels of relevant learning materials in the two distance learning programmes in terms of:

- (A) ❖ availability?,
- (B) ❖ condition if available and,
- (C) ❖ adequacy?

Result

**Table 1: Comparative Levels of Relevant Learning Material
In terms of Availability**

Variables	Level of availability	Name of Institution	
		UIDLC	ULDLI
Textual Materials			
(i) Textbook	Not Available	18(9.0)	21(10.5)
	Available	182(91.0)	179(89.5)
(ii) Modules	Not Available	5(2.5)	19(9.5)
	Available	195(97.5)	181(90.5)
(iii) Activity Module	Not Available	9 (4.5)	19 (9.5)
	Available	191 (95.5)	181 (90.5)
(iv) Journals	Not Available	8 (4.0)	42 (21.0)
	Available	192 (96.0)	158 (79.0)
(v) Self Learning Materials	Not Available	13 (6.5)	78 (39.0)
	Available	187 (93.5)	122 (61.0)
(vi) Newsletters	Not Available	5 (2.5)	27 (13.5)
	Available	195 (97.5)	173 (86.5)
(vii) Magazines	Not Available	110 (55.5)	133 (66.5)
	Available	90 (45.5)	67 (33.5)
(viii) Stationery	Not Available	83 (41.5)	126 (63.0)
	Available	117 (58.5)	74 (37.0)
Audio-Visual Materials			
(ix) Audio Tapes	Not Available	119 (59.5)	108 (54.0)
	Available	81 (40.5)	92 (46.0)
(x) Video Tapes	Not Available	147 (73.5)	118 (59.0)
	Available	53 (26.5)	82 (41.0)
(xi) Radio Programmes Service	Not Available	143 (71.5)	37 (19.5)
	Available	57 (28.5)	163 (81.5)
(xii) TV Programme Service	Not Available	101 (50.5)	137 (81.5)
	Available	99 (49.5)	63 (19.5)
(xiii) Power Point	Not Available	94 (47.0)	106 (53.0)
	Available	106 (53.0)	94 (47.0)
(xiv) Overhead Projector	Not Available	95 (47.5)	79 (39.5)
	Available	105 (52.5)	121 (60.5)

Internet Facilities

(xv) ICT	Not Available Available	25 (12.5) 175 (87.5)	43 (21.5) 157 (78.5)
(xvi) Electronic Board	Not Available Available	82 (41.0) 118 (59.0)	106 (53.0) 94 (47.0)
(xvii) Computer Assisted Learning Materials	Not Available Available	55 (27.5) 145 (72.5)	102 (51.0) 98 (49.0)
(xviii) Electricity Supply	Not Available Available	109 (54.5) 91 (45.5)	28 (14.0) 172 (86.0)
(xix) Lecture Rooms	Not Available Available	3 (1.5) 197 (98.5)	5 (2.5) 195 (97.5)
(xx) Seminar Rooms	Not Available Available	1 (0.5) 199 (99.5)	28 (14.0) 172 (86.0)
(xxi) Lecture Theatres	Not Available Available	20 (10.0) 180 (90.0)	01 (0.5) 199 (99.5)
(xxii) Lab Workshops	Not Available Available	91 (45.5) 109 (54.5)	65 (32.5) 135 (67.5)
(xxiii) Library	Not Available Available	2 (1.0) 198 (99.0)	21 (10.5) 179 (89.5)
(xxiv) Furniture	Not Available Available	59 (29.5) 141 (70.5)	7 (3.5) 193 (96.5)
(xxv) Chalk	Not Available Available	131 (65.5) 69 (34.5)	11 (5.5) 189 (94.5)
(xxvi) Chalk Boards	Not Available Available	83 (41.5) 117 (58.5)	14 (7.0) 186 (93.0)
(xvii) Dusters	Not Available Available	105 (52.5) 95 (47.5)	0 (0.0) 200 (100.0)

Table 2: Comparative Levels of relevant learning materials in terms of condition if available

Variables learning materials	Level of availability	Names of Institution	
		UIDLC	ULDLI
(i) Textbooks	Not in Use	48 (26.6)	56 (31.3)
	In Use	134 (73.6)	123 (68.7)
(ii) Modules	Not in Use	0 (0.0)	2 (1.1)
	In Use	195(100.0)	179(98.9)
(iii) Activity Modules	Not in Use	25(13.1)	36(19.9)
	In Use	166(86.9)	145(80.1)
(iv) Journals	Not in Use	45(23.4)	4 (2.5)
	In Use	147(76.6)	154 (97.5)
(v) Self Learning Materials	Not in Use	44(23.5)	55(45.1)
	In Use	143(76.5)	67(54.9)
(vi) Newsletters	Not in Use	11(5.6)	32(18.5)
	In Use	184(94.4)	141(81.5)
(vii) Magazines	Not in Use	30(33.3)	52(77.6)
	In Use	60(66.7)	15(22.4)
(viii) Stationery	Not in Use	23(19.7)	9(12.2)
	In Use	94(80.3)	65(87.8)
(ix) Audio tapes	Not in Use	1(1.2)	2(2.3)
	In Use	80(98.8)	90(97.8)
(x) Videotapes	Not in Use	10(18.9)	1(1.2)
	In Use	43(81.1)	81(98.8)
(xi) Radio programme service	Not in Use	57(100.0)	2(1.2)
	In Use	0(0)	161(98.8)
(xii) TV Programme service	Not in Use	1(1.0)	0(0)
	In Use	98(99.0)	63(100.0)
(xiii) Power point	Not in Use	81(76.4)	31(33.0)
	In Use	25(23.6)	63(67.0)
(xiv) Overhead projector	Not in Use	68 (64.8)	27(22.3)
	In Use	37(35.2)	94(77.7)
(xv) ICTs	Not in Use	22(12.6)	41(14.6)
	In Use	153(87.4)	134(85.4)
(xvi) Electronic Board	Not in Use	118(100.0)	94(100.0)
	In Use	0 (0)	0 (0)

(xvii) Computer Assisted learning materials	Not in Use In Use	21(14.5) 124(85.5)	36(36.7) 62(63.3)
(xviii) Electricity supply	Not in Use In Use	0(0) 91(100.0)	28(16.3) 144(83.7)
(xix) Lecture rooms	Not in Use In Use	0(0) 197(100.0)	0(0) 195(100.0)
(xx) Seminar rooms	Not in Use In Use	0 (0) 199(100.0)	0(0) 172(100.0)
(xxi) Lecture theatres	Not in Use In Use	0 (0) 180(100.0)	0 (0) 99(100.0)
(xxii) Laboratory workshop	Not in Use In Use	63(57.8) 46(42.2)	2(1.5) 133(98.5)
(xxiii) Library	Not in Use In Use	0 (0) 198(100.0)	0 (0) 179(100.0)
(xxiv) Furniture	Not in Use In Use	0 (0) 141(100.0)	0 (0) 193(100.0)
(xxv) Chalk	Not in Use In Use	25(36.2) 44(63.8)	20(10.6) 169(89.4)
(xxvi)Chalkboard	Not in Use In Use	0 (0) 117(100.0)	0 (0) 186(100.0)
(xxvii) Duster	Not in Use In Use	0 (0) 95(100.0)	0 (0) 200(100.0)

Table 3: Comparative Levels of Relevant Learning Materials in terms of Adequacy

Variables	Level of Adequacy	Name of Institution	
		UIDLC	ULDLI
(i) Textbooks	Inadequate	0 (0)	0 (0)
	Fairly Adequate	11 (8.2)	13 (10.5)
	Adequate	106 (79.1)	101 (82.1)
	Very Adequate	17 (12.7)	9 (7.3)
(ii) Modules	Inadequate	0 (0)	0 (0)
	Fairly Adequate	2(1.0)	9 (5.9)
	Adequate	36 (18.5)	11 (6.1)
	Very Adequate	157 (80.5)	159 (88.0)
(iii)Activity Modules	Inadequate	0 (0)	0 (0)
	Fairly Adequate	0 (0)	2 (1.4)
	Adequate	9 (5.4)	3 (2.1)
	Very Adequate	157 (94.6)	140 (96.5)
(iv) Journals	Inadequate	0 (0)	0 (0)
	Fairly Adequate	4 (2.7)	5 (3.2)
	Adequate	31 (21.1)	11 (7.2)
	Very Adequate	112 (76.2)	138 (89.6)
(v) Self learning Materials	Inadequate	0(0)	14 (20.9)
	Fairly Adequate	2 (1.4)	55 (82.1)
	Adequate	65 (45.5)	2 (3.0)
	Very Adequate	76 (53.1)	6 (9.0)
(vi) Newsletters	Inadequate	0 (0)	0 (0)
	Fairly Adequate	7 (3.8)	15 (10.6)
	Adequate	49 (26.6)	25 (17.7)
	Very Adequate	128 (69.6)	101 (71.6)
(vii)Magazines	Inadequate	0 (0)	15 (100)
	Fairly Adequate	0(0)	0 (0)
	Adequate	6 (10.0)	0 (0)
	Very Adequate	54 (90.0)	0 (0)
(viii) Stationery	Inadequate	0 (0)	0 (0)
	Fairly Adequate	6 (6.4)	62 (95.4)
	Adequate	37(39.4)	3 (4.6)
	Very Adequate	41 (43.6)	0(0)
Audio-visual Materials			
(ix) Audio Tapes	Inadequate	0 (0)	0 (0)
	Fairly Adequate	7 (8.6)	53 (58.9)
	Adequate	55 (67.9)	37 (41.0)
	Very Adequate	19 (23.5)	0 (0)

(x) Video Tapes	Inadequate	0 (0)	0 (0)
	Fairly Adequate	9 (20.9)	57 (70.4)
	Adequate	10 (23.3)	24 (29.6)
	Very Adequate	24 (55.8)	0 (0)
(xi) Radio programme service.	Inadequate	57 (100)	0 (0)
	Fairly Adequate	0 (0)	0 (0)
	Adequate	0 (0)	13 (9.1)
	Very Adequate	0(0)	148 (91.9)
(xii) TV programme Service	Inadequate	0 (0)	0 (0)
	Fairly Adequate	24 (24.2)	44 (69.8)
	Adequate	46 (46.5)	9 (14.3)
	Very Adequate	29 (29.3)	10 (15.9)
(xiii) Power Point	Inadequate	0 (0)	31 (49.2)
	Fairly Adequate	21 (84.0)	12 (19.0)
	Adequate	4 (16.0)	20 (31.8)
	Very Adequate	0 (0)	0 (0)
(xiv) Overhead Projector	Inadequate	0 (0)	19 (20.2)
	Fairly Adequate	19 (51.4)	34 (36.2)
	Adequate	18 (48.6)	41 (46.6)
	Very Adequate	0 (0)	0 (0)
Internet Facilities			
(xv) ICT	Inadequate	25 (16.3)	20 (14.9)
	Fairly Adequate	36 (23.5)	57 (42.5)
	Adequate	92 (60.1)	57 (42.5)
	Very Adequate	0 (0)	0 (0)
(xvi) Electronic Board	Inadequate	118 (100)	94 (100)
	Fairly Adequate	0 (0)	0 (0)
	Adequate	0 (0)	0 (0)
	Very Adequate	0 (0)	0(0)
(xvii) Computer assisted learning Materials	Inadequate	0 (0)	0 (0)
	Fairly Adequate	14 (11.3)	14 (22.6)
	Adequate	16 (12.9)	48 (77.4)
	Very Adequate	94 (75.8)	0 (0)
(xviii) Electricity Supply	Inadequate	91 (100)	10 (6.9)
	Fairly Adequate	0 (0)	106 (73.6)
	Adequate	0 (0)	28 (19.5)
	Very Adequate	0 (0)	0 (0)
(xix) Lecture Rooms	Inadequate	0 (0)	0 (0)
	Fairly Adequate	24 (12.2)	0 (0)
	Adequate	69 (35.0)	18 (9.2)
	Very Adequate	104 (52.8)	177 (90.8)

(xx)Seminar Rooms	Inadequate	0 (0)	0 (0)
	Fairly Adequate	28 (14.0)	0 (0)
	Adequate	67 (33.7)	31 (18.0)
	Very Adequate	104 (52.2)	141 (82.0)
(xxi)Lecture Theatres	Inadequate	0 (0)	0 (0)
	Fairly Adequate	9 (5.0)	0 (0)
	Adequate	49 (27.2)	15 (15.2)
	Very Adequate	122 (67.8)	84 (84.8)
(xxii)Laboratory Workshops	Inadequate	0 (0)	0 (0)
	Fairly Adequate	7 (11.1)	7 (5.3)
	Adequate	15 (23.8)	51(38.3)
	Very Adequate	41 (65.1)	75 (56.4)
(xxiii)Library	Inadequate	0 (0)	0 (0)
	Fairly Adequate	9 (4.5)	29 (16.2)
	Adequate	91 (46.0)	26 (14.5)
	Very Adequate	88 (41.5)	124 (69.3)
(xxiv)Furniture	Inadequate	0 (0)	0 (0)
	Fairly Adequate	11 (7.8)	13 (6.7)
	Adequate	23 (16.3)	54 (28.0)
	Very Adequate	107 (75.9)	126 (65.3)
(xxv)Chalk	Inadequate	0 (0)	0(0)
	Fairly Adequate	0 (0)	4 (2.4)
	Adequate	40 (90.9)	41 (24.3)
	Very Adequate	4 (9.1)	124 (73.4)
(xxvi)Chalk boards	Inadequate	0 (0)	0 (0)
	Fairly Adequate	103 (88.0)	13 (7.0)
	Adequate	14 (12.0)	22 (11.8)
	Very Adequate	0 (0)	151 (81.2)
(xxvii)Dusters	Inadequate	5 (5.3)	0 (0)
	Fairly Adequate	76 (80.0)	19 (9.5)
	Adequate	14 (14.7)	54 (27.0)
	Very Adequate	0 (0)	127 (63.5)

Results in Table 1 shows that 18 (9.0 %) out of the 200 distance learning respondent of UIDLC indicated that textbooks are not available in their institution, while 182 (91.0%) affirmed that textbooks are available. On the other hand, 21(10.5%) of the ULDLI distance learning students indicated that textbooks are not available as learning materials in their own institution, while 179 (89.5%) indicated the availability of textbooks as learning materials in their institution. Thus, the two distance learning universities students agreed that textbooks, essential learning materials are available in their institutions respectively. With respect to responses of distance learning students of the two institutions, to availability of modules as learning materials, 5 (2.5%) out of the 200 UIDLC students indicated that modules are not available, while 195(97.5%) indicated availability of modules.

Comparatively, 19(9.7%) respondents of UIDLC students indicated that modules are not available while 181(90.5%) responded that modules are available in their institution. This is an indication that the two distance learning institutions produce course materials (modules) for their students in order to meet the curriculum of the programmes. Similarly, 9 (4.5%) of UIDLC students indicated that activity modules are not available while 191 (95.5%) responded that modules are available. 19(9.5%) of ULDLI students indicated that activity modules are not available, while 181(90.5%) confirmed the availability of activity modules in their institution. Since the organization of distance learning programme involves planning and organization of the curriculum and course content, the issue of access to course materials (modules and the modular activities), by distance learning students is very important.

Looking further still from table 1, both distance learning institutions students agreed to the fact that learning materials such as textbooks, modules, activity modules, journals, self learning materials, newsletters, magazines and stationery are available to them in their distance learning institutions. This shows that the two distance learning institutions provide learning materials of this nature to their students. In addition, in the area of audio-visual materials, ULDLI students, agreed to the fact that audio-tapes are available with 92(46.9%) responses while UIDLC student respondents agreed with 81 (40.5%). Both distance learning institutions' students indicated that audio-tapes are not available with 104 (53.1%) responses from ULDLI and 119 (59.5%) responses from UIDLC respectively.

The results of the study also reveal that the two distance learning

institutions make use of audio-visual materials in teaching their distance learners during contact sessions. 147(73.5%) UIDLC students responded that video tapes are not available, while 53 (26.5%) of them indicated that video tapes are available. On the other hand, 82 (41.0%) of ULDLI students stated that video tapes are available, while 118(59.0%) responded non-availability of video tapes in their institution.

For Radio programme service, 163 (81.5%) ULDLI students indicated that, this is available while only 37 (20.6%) respondents were of the opinion that Radio programme service is not available. In comparison with UIDLC, 57 (28.5%) out of the 200 respondents agreed to the fact that radio programme service is available while 143 (71.5%) indicated that this is not available. ULDLI is better in this regard. In addition, both distance learning universities' students indicated that TV programme service is not available with UIDLC students indicating 101 (50.5%) responses and ULDLI students indicating 137 (81.5%) responses respectively. However, in terms of availability of TV programme services by the two distance learning institutions, 99 (49.5%) UIDLC students agreed that this is available, while 63 (19.5%) of ULDLI students agreed to its availability. In the area of internal facilities more than half of the respondents of both distance learning institutions indicated that ICT is available in their respective institutions with UIDLC respondents having 175 (87.5%) responses while ULDLI students have 157 (78.5%) responses.

In comparing the two distance learning institutions, as can be seen, UIDLC makes use of ICT materials more than her ULDLI counterpart. However, 25 (12.5%) out the 200 UIDLC respondents believed that ICT is not available while 43(21.5%) of ULDLI respondents indicated that ICT is not available in their distance learning institutions. It is pertinent to know that, for distance education to maximize its potentials in Nigeria, there is the need to appreciate and integrate ICT. For instance, distance learners and their teachers should have contact with one another through the internet especially, before, during, and after contact session, in order to clarify issues between learner and teacher on one hand, and among learners on the other hand.

E-mail is another important ICT variable in which the stakeholders of distance education can communicate with one another because of the nature of the programme in order to ease communication process. Even though, appreciable number of respondents from the two distance learning institutions claimed the presence of Electronic Boards in their institutions

respectively, with UIDLC having 118 (59.0%) respondents indicating the availability of Electronic Boards and 82 (41.0%) claimed that it is not available while her ULDLI counterpart have 94 (47.0%) of her students indicating the availability of this facility and 106 (53.0%) claimed that it is not available. Also, the table shows further that more than half of the UIDLC students 145 (72.5%) indicated that computer assisted learning materials are available at their institution while only 55 (27.5%) indicated that these are not available.

In comparing this with ULDLI, 98 (49.0%) respondents agreed that computer assisted learning materials are available, while 102(51.0%) indicated that these are not available in their institution. This shows that UIDLC makes use of computer assisted learning materials, more than her ULDLI counterpart in imparting knowledge on their distance learning students. However, it is pertinent to say that the two distance learning institutions are striving to position distance education in Nigeria for global competitiveness with the use of ICT, but there is a great need for improvement in this area in order to enhance quality as it is done in other countries operating distance learning programmes such as UNISA, South Africa, which provides Information and ICT support to distance learning programmes (Oludotun, 2001).

Nevertheless, in the area of electricity supply, despite the fact that Nigeria is experiencing shortage of electricity supply in the country; ULDLI seems to sail through this ugly situation with her 172 (86.0%) respondents claiming that electricity supply is available to them during contact sessions, and only 28 (14.0%) claimed that electricity supply is not available. On the other hand, 91 (45.5%) of the UIDLC students indicated that electricity supply is available to them during contact sessions while most respondents, 109(54.5%), indicated that this is not available in their institution. Similarly, both distance learning institutions' respondents claimed to have appreciable number of lecture rooms.

According to UIDLC students 197 (98.5%) out of the 200 respondents indicated that lecture rooms are available and only 3 (1.5%) of them indicated that these are not available. In comparison with ULDLI, 195 (97.5%) out of the 200 students responded that lecture rooms are available and only 5 (2.5%) of them claimed that these are not available. In like manner, the two institutions' respondents indicated that seminar rooms and lecture theatres are available to them during contact sessions. This is shown in table 1 above. Furthermore, out of the 200 UIDLC respondents, 109(54.5%) indicated that laboratory workshops, are available to them

while 135 (67.5%) of ULDLI respondents indicated that laboratory workshops are available in their distance learning institution. However, while 91(45.5%) of UIDLC respondents claimed that laboratory workshops are not available, 65(32.5%) of the ULDLI respondents indicated so. This has shown that ULDLI has more laboratory workshops on ground for practical work for her distance learning students more than their UIDLC counterpart.

It is pertinent to note that library is a very essential tool for the actualization of distance education programmes in any distance learning institution. Since distance learners have to source for more information to add to what their modules and other self learning materials provide, the library is seen as one of the avenues for generating information. Out of the 200 respondents from UIDLC as can be seen on table 1 above, 198 (99.0%) respondents agreed that library is available, while only 2 (1.0%) were of the opinion that library is not available. Similarly, 179 (89.5%) of ULDLI students were of the opinion that library is available while 21 (10.5%) claimed that it is not available. However, ULDLI respondents agreed more to the fact that furniture items, chalk, chalkboard and dusters are available in their institution than the UIDLC respondents. This is shown further still in table 1 above.

In conclusion, results of the study revealed that the UIDLC provides more textual materials for her distance learning students than their ULDLI counterpart. In the area of availability of audio-visual materials, ULDLI has more of these on ground such as audio-tapes, video-tapes, radio-programme service and overhead projectors, than her UIDLC counterparts. However, UIDLC's respondents claimed to have more of power point projectors than their ULDLI counterparts. The difference between these two institutions is not much as they are the two oldest institutions in Nigeria to have started distance education in one way or the other; hence, they have come a long way.

Moreover, in spite of the fact that the UIDLC does not have regular supply of electricity, the result indicated that UIDLC seemed to fare better than ULDLI in the area of availability of Internet facilities to the disposal of her distance learning students throughout their academic sessions, i.e. before, during and after contact session. It is important to know that the availability of these relevant learning materials in the two distance learning institutions is not enough to judge their quality. There is therefore the need to ascertain the conditions of these available learning materials at each distance

UIDLC that indicated the availability of audio tapes, 80(98.8%) indicated that audio tapes are in use, while 1(1.2%) respondent indicated that they are not in use. On the other hand, out of 92 respondents of ULDLI students, 90(97.8%) indicated that audio tapes are in use while 2(2.2%) responded otherwise. Also, out of 57 UIDLC students that claimed availability of Radio programme service in their institution, none of the respondents indicated that this is in use. On the contrary, out of the 163 respondents of ULDLI students that indicated availability of radio programme service in their institution, 161(98.8%) agreed that this service is rendered to them while 2(1.2%) claimed that it is not in use.

In comparison, ULDLI provides more of audio-tapes, video-tapes, Radio programme service, and over head projector for use to their distance learning students more than her UIDLC counterpart. This is not surprising with the level of availability of electricity supply which ULDLI students claimed to have advantage of over their UIDLC counterparts. None of the two distance learning institutions seems to have Electronic Boards in use as the all the 118 respondents of UIDLC and 94 of ULDLI that indicated the availability of Electronic Boards in their respective institutions, claimed that they are not in use, their availability notwithstanding.

The table further reveals the condition of other Information and communication technology and Internet facilities that are available at the two distance learning institutions as indicated by their students respectively. Out of the 175 UIDLC respondents that affirmed the availability of ICTs in their institution, 153(87.4%) indicated that they are in use while 22(12.6%) indicated otherwise. On the other hand, out of the 157 ULDLI respondents that indicated availability of ICTs in their institution, 134(85.4%) confirmed their usage while 41(14.6%) indicated otherwise. Also, all the 91 respondents of UIDLC that indicated the availability of electricity supply in their institution still confirmed its usage. On the contrary, out of the 172 respondents of ULDLI that indicated the availability of electricity supply, 144 (83.7%) indicated that it is in use while 28(16.3%) responded that electricity is not in use in their institution. For lecture rooms, seminar rooms, lecture theatres, library, furniture, chalkboard and dusters, the two distance learning institutions provide these two facilities to their students as all the respondents that indicated availability in the two institutions confirmed their usage. This is quite encouraging and is commendable since almost all the students responded that these are in use. However, for laboratory workshops, the provision of these by the two distance learning institutions to their students during

contact sessions is in the average. This is so because, out of the 109 UIDLC respondents that indicated availability of laboratory workshops in their institution, 63(57.8%) indicated that they are in use while 46(42.2%) responded that they are not in use. In the case of ULDLI, out of 135 respondents that indicated availability of laboratory workshops in their institution, 133(98.5) indicated that these are in use while 2(1.5%) indicated otherwise.

This result however indicates the disposition of UL DLC and UL DLI students to the condition of use of learning materials in their respective institutions. It reveals that, though magazine and stationary are provided for use by their various institutions, but these are not sufficiently provided for use as their responses indicate very low agreement to their conditions. In the area of Audio-visual materials, less than half of the 200 respondents of each of the distance learning institutions affirmed that audio-tapes, video-tapes, T.V-programme service power points and overhead projectors are in use in their respective institutions. In fact, none of UL DLC respondent indicated that Radio Programme Service is in use.

The only area where UL DLI provided audio-visual materials to expectation is Radio Programme Service where 161 (98.8%) of the respondent indicated in use. This is an indication that learning materials of such are not effectively used in the two distance learning institutions. An internet facility like Electronic Board is not in use by both institutions even though provided. This is not encouraging. In spite of the above mentioned, however, the study will not be completed without ascertaining the level of adequacy of the learning materials that are in use.

Table 3 reveals the responses of distance learning students of the two institutions, who had earlier stated in table 2 that the variables are in use, on the level of adequacy of learning materials that are both available and in use in their respective distance learning institutions.

Out of 134 respondents from UIDLC that indicated textbooks as being in use in their institution, 17 (12.7%) stated that textbooks available to them are very adequate, 106 (79.1%) stated that textbooks are adequate, 11(8.2%) stated that textbooks are fairly adequate while none of them (0%) responded that textbooks are inadequate in their institution. In like manner, out of 123 UL DLI respondents that indicated textbooks as being available to them and in use in their institution, 9(7.3%) responded that textbooks are very adequate, 101(82.1%) responded that textbooks are adequate, 13(10.5) responded that textbooks are fairly adequate while none of them

indicated that textbooks are inadequately provided for them in their distance learning institutions.

The table further reveals that out of 195 UIDLC respondents that affirmed usage of modules in their institution, 157(80.5%) stated that modules are very adequate, 36(18.5%) responded that these are not adequately used and 2(1.0%) stated that modules are fairly adequate. None of the students indicated inadequacy of Modules. Similarly, out of the 179 ULDLI students that affirmed usage of modules in their institution, 159(88.0%) responded to the fact that the usage of modules is very adequate, 11(6.1%) responded that the level of usage of modules is adequate, while 9(5.0%) stated modules as inadequately used in their distance learning institutions. None of the distance learning students of ULDLI, indicated modules as being inadequate in their institution.

In addition, the table depicts comparative results of UIDLC and ULDLI respondents on activity modules, journals, self learning materials, newsletter and magazines with UIDLC having higher responses for very adequate and adequate. This means that UIDLC is better in terms of adequacy of textual materials than her ULDLI counterpart. The table also reveals the comparative levels of adequacy of Audio-Visual materials of UIDLC and ULDLI. From the perspectives of UIDLC respondents, from the perspective of UIDLC respondents, out of 81 respondents that indicated audio tapes as being in use in their institution, 19(23.5%) indicated that the usage of audiotapes is very adequate, 55(67.9%) respondents stated audiotapes as adequate, 7(8.6%) indicated that audiotapes are fairly adequate while none of them indicated inadequacy of audio tapes in their institutions.

On the other hand, out of the 90 respondents of ULDLI that indicated the usage of audio tapes in their institution, none of them indicated audiotapes as being very adequate, 37(41.1%) responded that the usage is adequate, 53(58.9%) responded that audiotapes are fairly adequate while none of them indicated that the usage of audiotapes is inadequate. In contrast, as revealed in tables 2 and 3, the respondents from the two distance learning institutions indicated their differences in the level of adequacy of other audio visual materials, with ULDLI students rating their distance learning institution higher than their UIDLC counterparts in audio-visual materials such like video tapes, radio programme service, Power point and overhead projector.

Table 3 also indicates that out of 153 UIDLC students that responded to ICTs as been in use in their institution, 92(60.1%) stated that the usage is adequate, 36 (23.5%) indicated ICTs as fairly adequate while 25(16.3%) indicated ICTs as inadequate in their distance learning institution. As for ULDLI, out of the 134 respondents that stated usage of ICT's as learning materials, 57(42.5%) respondents stated ICTs as adequate. In like manner, 57(42.5) respondents also stated ICTs as fairly adequate while none of the respondents indicated ICTs as either being very adequate or inadequate. In this regard, UIDLC fared better than ULDLI.

Also, table 3 further indicates results of levels of adequacy of Electronic Board, Computer Assisted Learning Materials and electricity supply in the two distance learning institutions. In this regard, out of 118 UIDLC respondents and 94 ULDLI respondents that stated Electronic Board as being available in their institutions, neither UIDLC nor ULDLI respondents indicated usage of the Electronic Boards which invariably depicts inadequacy. For electricity supply, all the UIDLC respondents stated inadequacy during contact session, while out of 144 ULDLI respondents that indicated usage during contact session, 28(19.5%) responded that electricity supply is adequate, 106(73.6%) indicated that this is fairly adequate while 10(6.9%) indicated inadequacy of electricity supply in their institution. From the table above, it is clear that ULDLI generates more electricity for her distance learning students than her UIDLC counterparts during their contact sessions.

The table reveals further the disposition of both distant learning institutions students to Lecture rooms, Seminar rooms and Lecture theatres as they responded to these variables as being very adequate and adequately in use during contact sessions. However, the table further reveals laboratory workshop's result with 41 (65.1%) out of 63 UIDLC respondents that indicated laboratory workshops as being in use, stating very adequate, 15(23.8) respondents indicating adequate, and 7(11.1%) indicating fairly adequate. On the other hand, out of the 133 ULDLI respondents that indicated usage of laboratory workshops in their institutions, 75(56.4%) indicated this variables as very adequate, 51(38.3%) indicated that it was adequate. While 7(5.3%) indicated laboratory workshops is fairly adequate.

The table further shows 98(49.5%) of the respondents from UIDLC indicated very adequate for library 91(46.0%) indicated adequate, 9(4.5%) indicated fairly adequate while none, 0 (0) of the respondents

indicated inadequate whereas, comparing this result with ULDLI, 124 (69.3%) of the respondents indicated that library is very adequate in their institution, 26 (14.5%) indicated that library is adequate, 29 (16.2%) indicated the same variable as fairly adequate while none, 0 (0) indicated library as inadequate. Among the sampled distance learning students of ULDLI, 126 (65.3%) responded that furniture is very adequate in their distance learning institution, 54(28.0%) responded that furniture is adequate, 13(6.7%) responded that furniture is fairly adequate, while none of them responded that furniture is inadequate.

Discussions

From the tables 1, 2 and 3 on the availability, condition if available, and adequacy of relevant learning materials, in the two distance learning institution, it is observed that, while they both supplied their distance learning education students with textual materials, which is commendable, more effort should be geared towards providing audio-visuals, information and telecommunication (ICT) materials, internet facilities, and other facilities such as electricity supply and laboratory workshops for the dispensation of quality teaching and learning between teachers and students on one hand and among students on the other hand.

This result is in line with Aderinoye (1992) positing distance learning as a method of imparting knowledge, skills and attitude which is rationalized by the application of division of labour and organizational principles as well as the executive use of technical media especially for the purpose of reproducing high quality teaching materials which makes it possible to instruct great number of students at the same time wherever they live.

The result supported the view of Moran, (1997) who emphasized the need for distance learning institution to integrate the various dimension of flexible learning into its process culture and value. In like manner it is seen that those countries that harness the power of multimedia communications, for education and training purpose will be the economic power house of the twenty-first century (Bates, 1995).

Quality cannot be enhanced without proper provision and utilization of multimedia instructional materials in distance learning programmes. Equipment such as telecommunication gadgets, computer system, radio/television sets, and printed course materials have to be made

available in large quantities and also within the reach of the students if it is to achieve the desired result and realize stated objectives of the programmes (Dada, 2001). It is however noted that for these distance learning institutions to meet up to international standard in distance education, they must seek ways of collaborating with other developing and developed countries that are already vast in the application of multimedia instructional materials into their systems and study their strength in order to garner experience from them.

Access to ICTs in turn improves access to educational opportunity as it is viable in United Kingdom Open University UKOU, University of South Africa UNISA, Indira Ghandi National Open University IGNOU, Korea National Open University KNOU, and so on. For instance, the UKOU operate well below the cost of other universities and holds fifth place in national rankings of teaching quality, just above Oxford University (Daniel and Kanwar, 2006). It is further stated that UKOU came first in year 2005 in a national survey of students satisfaction conducted on behalf of the United Kingdom Government: (Bamiro, 2007).

However, if these ICTs and internet facilities are to be provided by the distance learning institution, the government should also ensure that power is available regularly, in the country, since all these equipments are electric powered. In spite of these, both distance learning institution do not lack textual materials and the result of findings disagrees with Perraton, (2000) and Lewins and Stuart (1991) that lack of resources including a limited number of textbooks and desks or writing spaces, libraries without journals and laboratories without equipment remain a reality today in many developing nations of the ward.

The case of UL DLC and UL DLI is different as they both produce their course materials in large quantities to the usage of their distance learning students, not only in education causes but in all their programmes. While the result of finding further agrees with Klees, McAnany and Majo, (1975), Mackintosh, (2005), Perraton, (2000), Moore, (2001), NPE FRN, (2004) and Rufang (1997), on the aim of distance education in developing countries, Nigeria inclusive, as the move to widen participation and life-long learning for non-traditional learners to the development of a strong knowledge economy: it however disagrees with Zhang, (2005) who persists that developing countries motive for distance learning are to provide basic and literacy education to a large number of poor people alone.

Since Distance learning is supposed to be operationalized on less of face-to-face (contact) and more of ICTs, interaction of the two distance learning institutions should therefore inculcate this method for greater achievements in future, particularly in rural deprived areas of the country. The proliferation of mobile phones may enhance the development of mobile learning (in-learning) to educate distance learners. This study also show that the two distance learning institutions make use of audio visual learning materials more than ICTs. The result also agrees with similar findings by dela pena-Bandalaria, (2007) in a survey of information and communication and technology used in the Philippines.

It was discovered that Philippine educators used combinations of Radio, audio, print and video recordings for distance education of learners scattered around Filipino Island since 1952. It was further discovered that because the faces challenges infrastructure and digital divide, between rural and urban population when it come to using computers and associated technologies for learning, it resulted into using mobile learning to educate the masses and this was launched in 2004 at Philippines' Open University to facilitate her programmes in health, literacy and numeracy education. The Nigerian factor in this is the accessibility of the internet facilities, like e-mail, mobile learning (with the use of phones) and ICTs (computer, CD-ROMs, etc) by the distance learners who are rural dwellers.

Recommendations

The findings of this comparative study pose a number of implications for the two distance learning institutions, and the following recommendations are hereby made in order to improve on distance learning programmes in the two institutions.

There is the need to increase the capacity of resource centres (ICTs) and internet services in order to accommodate more learners at a time to utilize these facilities; ICTs do not only enable increased access, they may also improve the quality of education to the extent that they make it easier to access vast amount of information, facilitate presentation of materials, using multi media and collaboration with others to improve classroom experience, and ultimately lead to improve cognitive skills.

There should be more use of other ICTs facilities like e-mails, sms, and telephone services to fast track communication with students particularly between course tutors and distance learning students. The provision of

assignment/activities in the course materials will become a useless exercise if there is no effective way of administering assignments to students and receiving feedback.

There should be periodic review of course material at least every five years, as part of quality assurance in two distance learning institutions

The activity modules also need to be operationalized. It is true that the distance learning students claimed availability and adequacy; some lecturers claimed that these activity modules are not sufficiently utilized by the distance learners hence, assignment turn around between distance learning students and feedback by distance learning lecturers should be monitored by the departmental head of each of the education programmes of the two distance learning universities to enhance quality learning during contact sessions.

The two institutions should encourage online interaction and survey their students about the learning experiences thereby providing feedback on academic performance and guidance on students' progression and experience of the programme.

Both distance learning institutions should provide a link to e-library at their respective institutions and more current books should be purchased for the libraries.

The two distance learning institutions should employ the services of experts in open and distance learning rather than reliance on conventional teachers. They therefore require significant training to keep up with the rapid change in emerging technologies.

Some government parastatals and organization can also be encouraged to extend their facilities to the management of distance education in Nigeria at non-commercial rates. Such government bodies include, Federal Radio Corporation of Nigerian, Nigerian Television Authority of their respective locations, the National and State libraries.

The two institutions should attach importance to the supply of electricity supply for efficient and reliable delivery of course materials, the use of ICTs and internet services to their distance learners.

In conclusion, it is apparent that the two distance learning institutions are striving to meet the stated objectives of their respective programmes, it

would be necessary to mention that they both have international recognition to maintain, hence, they both must aim at international coverage respectively.

REFERENCES

- Association for the Development of Education in Africa (ADEA), 2004. Distance Education and Open Learning in Sub Saharan Africa: criteria and conditions for quality and critical success factor. Working group on distance education and open learning- A survey of policy and practice. Final Report. January 2004.
- Aworh, O.C. 2005. Impact of Funding on Quality Assurance in Olayinka A.I. and Adetimirin, V.O. Eds. Quality Assurance in Higher Education as a Tool for Competitiveness. Quality Product and Efficient Services. Proceedings of a Symposium to mark the African University Day 2005. Ibadan: The Post Graduate School, University of Ibadan. 7- 13.
- Ayodele, S.O., Araromi, M.A., Emeke, E.A., and Adegbile, J.A. 2006. *An Evaluation of the Distance Learning Programme of the University of Ibadan*. Distance Learning Centre, University of Ibadan.
- Egbokhare, F.O. 2006a. *Brainstorming Document for the Distance Learning Programme*. Ibadan: DLC, University of Ibadan.
- Egbokhare, F.O. 2006b. An Address by the Director of the Distance Learning Centre on the Occasion of the Stakeholders' Consultative Forum, at the Conference Centre on the 5th of April, 2006.
- Ekhaguere, G.O.S. 2005. Developing a Culture of Quality in African Universities in Olayinka A.I. and Adetinmirin, V.O. Eds. Quality Assurance in Higher Education as a Tool for Competitiveness. Quality Product and Efficient Services. Proceedings of a Symposium to mark the African University Day 2005. Ibadan: The Post Graduate School, University of Ibadan. 1 6.
- Kanshik, Garg, S. and Dikshit, H. P. 2006. Management of Open and Distance Learning in Garg, S; Venkaiah, V; Puranik, C.; and Panda, S. eds Four Decades of Distance Education in India. New Delhi: Viva Books Private Ltd. 39-50.
- Obanya, P.A.I. 2005a. Carving a Competitive Niche for University of Ibadan Distance Learning Centre (U.I.DLC). A Paper Presented to the University of Ibadan Distance Learning Centre, 05 April, 2005.
- Obemeata, J.O. 1985. Evaluation of a Distance Learning Programme: *Nigeria Educational Forum* 8: 251 258.

- Oludotun, J. S. O. 2001. Internship programme on distance learning/education at the University of South Africa, Pretoria, Republic of South Africa. June 22 to July 20, 2001-A Report.
- Osasona, O. 2006. Parameters for Measuring Quality in Olayinka A.I. and Adetinmirin, V.O. Eds. Quality Assurance in Higher Education as a Tool for Competitiveness. Quality Product and Efficient Services. Proceedings of a Symposium to mark the African University Day 2005. Ibadan: The Post Graduate School, University of Ibadan. 14-24.
- Scholt, M.; Chernish, W.; Dooley, K.E.; and Lindner, J.R. (undated). Innovations Distance Learning Program Development and Delivery.