

**EVOLUTION, PRACTICES AND CHALLENGES OF THE
UNDERGRADUATE DISTANCE EDUCATION PROGRAMMES IN DUAL-MODE
FEDERAL UNIVERSITIES IN SOUTH-WESTERN NIGERIA, 1974-2014**

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CERTIFICATION

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DEDICATION

This research work is dedicated to the Almighty Allah, who, despite various challenges, made it possible for me to undergo and completed my Ph.D programme.

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ABSTRACT

Distance Education Programme (DEP) was introduced in the 1970s by some Nigerian universities as an alternative mode to the conventional delivery. However, reports have shown that the programme has been bedevilled by low quality learning, unethical practices and mismatch between policy and practice. Previous studies focused on enrolment, retention and analyses of some factors for motivating distance learners with less attention paid to evolution, practices and challenges of the programmes. Therefore, this study was designed to investigate the evolution, practices and challenges of the undergraduate DEP in dual-mode federal universities in South-Western Nigeria, 1974-2014.

Cognitive Dissonance, Independent Study and Transactional Distance Learning theories provided the framework, while historical and descriptive survey methods were adopted. The DEP of the three accredited dual-mode federal universities in South-Western Nigeria were enumerated, namely University of Lagos Distance Learning Institute (DLI), University of Ibadan Distance Learning Centre (DLC) and the Obafemi Awolowo University Centre for Distance Learning (CDL), Ile-Ife. Primary data included oral interviews with the centre / institute directors and archival materials of the National Universities Commission (NUC) and sampled institutions, while secondary sources included relevant textbooks, journal articles, bulletins, periodicals and unpublished Ph.D theses. Questionnaires were administered to the 77 tutors, 102 administrative staff and 959 distance learning students that were purposively selected based on their experience. Historical and descriptive methods were employed for data analyses

The DEP began in 1974 with the establishment of the University of Lagos Correspondence and Open Studies Unit which eventually transmuted to DLI in 1997. The University of Ibadan External Studies Programme later changed to the Centre for External Studies in 1988 and became DLC in 2002, the same year the CDL was established in Ile-Ife. Although the institutions ran DEP on part-time basis between 2002-2009, accreditation of courses by the NUC in 2011 transited the programmes to full-fledged practice. The period 2009-2014 featured improved institutional commitment, better compliance with the NUC guidelines, general increase in enrolment and a reduction of face-to-face interactions. The DLI, DLC and CDL organised orientation programmes for new students and packaged instructions into tablets, but conducted interactive sessions respectively at weekends, week days and two weeks to examinations. The weighted mean across the centres / institute was high against ≥ 2.50 threshold in term of Capacity Development (CD), Learner Support Services (LSS) and Quality Assurance (QA) respectively. The mean values of DLI, DLC and CDL on CD, LSS and QA are $(2.98 \pm 0.75; 2.84 \pm 0.85; 3.35 \pm 0.83)$, $(3.10 \pm 0.75; 2.89 \pm 0.74; 3.35 \pm 0.50)$ and $(3.08 \pm 0.85; 2.92 \pm 0.87; 3.41 \pm 0.90)$ respectively. Despite constraints of low internet bandwidths and erratic power supply in the Universities, the undergraduate DEP had transformed from correspondence to a technologically-driven mode.

Within the four decades of existence, the undergraduate Distance Education Programmes in dual-mode federal universities in South-Western Nigeria had witnessed better regulatory framework and improved productivity in spite of infrastructural constraints. To enhance better practice of the programmes, all stakeholders should be more committed.

Keywords: Open and Distance Learning, Dual-mode Federal Universities in Nigeria, National Universities Commission

Word count: 498

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LIST OF ABBREVIATIONS

ACDE	African Council for Distance Education
ADEA	African Distance Education Association
CDL	Centre for Distance Learning, Obafemi Awolowo University, Ile-Ife.
CDLCE	Centre for Distance Learning and Continuing Education
CMAS	Computer-Marked Assignment
COL	Commonwealth of Learning
COSIT	Correspondence and Open Studies Institute
COSU	Correspondence and Open Studies Unit
DE	Distance Education
DEP	Distance Education Programme
DLC	Distance Learning Centre, University of Ibadan
DLI	Distance Learning Institute, University of Lagos
ICCE	International Council on Correspondence Education
ICDE	International Council on Distance Education
ICT	Information and Communication Technology
IESBL	ICT-Enabled Supported Blended Learning
ITV	Instructional Television
NOUN	National Open University of Nigeria
NCE	Nigeria Certificate of Education
NPE	National Policy on Education
NTI	National Teachers' Institute
NUC	National Universities Commission
ODE	Open and Distance Education
ODL	Open and Distance Learning
OER	Open Education Resources
UKOU	United Kingdom Open University
QA	Quality Assurance
SSS	Student Support Services
TISEP	Teachers' In-Service Programme
TMAS	Teacher-Marked Assignments
UPE	Universal Primary Education
UBE	Universal Basic Education
WADEA	West African Distance Education Association

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the worthwhile knowledge, aptitude, attitudes, and skills that is purposively transmitted and acquired by individual member of each society to enhance meaningful living and active participation towards general development. All forms of education are, however, indispensable to the total development of human being and every society. The informal or traditional education that was prevalent in Africa prior to the introduction of the formal western education aimed at producing a total being that would effectively contribute his quota to societal development. This form of education was directed to the transmission of necessary knowledge, aptitude and skills to the young ones. It was given through carefully planned programme of initiation, festival, age-grade system, home and community education. It provides individual members of the society with adequate skills, aptitudes and values for socio-political, cultural and economic participation as well as spiritual and moral development.

Formal education is the planned and systematic education that was introduced into Nigeria by the Christian Missionary Bodies in 1842. It is transmitted and acquired to develop the recipients in relevant knowledge, aptitude and skills for societal development within the formal school setting through drilling, training, instruction, indoctrination, conditioning initiation as well as teaching etc. Unconventional formal education, such as correspondence education, open and distance education, extra-mural studies etc. is the systematic education that is organised outside the four walls of the classroom for people of all ages to satisfy the needs and aspirations of the beneficiaries and the community at large. It therefore plays complementary and supplementary roles to the formal education system. Distance education as a form of non-formal education extends education to those who have being denied access to education or for one reason or the other could not acquire it. Apart from enabling people with physical disability, the drop-outs of the formal system, those in the rural and 'riverine' areas to acquire education, it provides opportunity to those who are already on the job to acquire, knowledge, aptitude, skills etc. to update and upgrade themselves without leaving their jobs.

In a nutshell, in the contemporary world, apart from being the bedrock of social, political, economic, technological and scientific development, education is meant to promote national unity and international understanding. It is also a potent weapon for the removal of

social inequality, promotion of self-realisation, good citizenship, and adequate manpower for national development. This is why Nigeria, as a country, adopted it as an instrument *par excellence* for effecting national development, and since independence, successive governments at all levels have been continually committed to its provision.

The importance of education manifests in its being declared as a fundamental human right by the United Nations in 1948, the African Charter of Human and People's Rights, the Banjul Manifestoes of the OAU, the World Education Forum (Dakar, 2000). For the same reason, the UNESCO mandated the member states to allocate at least 26% of their yearly budget to it. Furthermore, its importance has necessitated the International Conference entitled "The World Crisis in Education", held in Paris in 1968 (Obanya, 2002), the Jomtien World Conference on Education for All (EFA) held between 5th - 9th March, 1990, Dakar EFA Forum of April 2000 as well as the Sustainable Development Goals (SDG) to call for its implementation universally and widening of the access to it at all levels. Also, the Constitution of the Federal Republic of Nigeria (1999, section 18:1) recognises education as a basic human right and pledges that government would direct policy towards adequate provision of it at all levels, while the NPE (2013, Section1, 3d, page 1) describes it as a compulsory and inalienable right of the citizenry.

The general consciousness of education as an instrument for national and personal development has undoubtedly created an age-long crisis of admission into Nigerian universities. This problem stemmed from inadequate funding, facilities, equipment, materials and personnel. The extent of admission problem into universities in the country from 1980-2014 is illustrated with Table 1.1 on page 3. The table indicates the number of prospective applicants and admission offered during the stated period.

**Table 1.1: Prospective Candidates and Admission into Nigerian Universities
(1980-2013)**

Session	Universities	Candidates	Admission offered	% Admitted	% Not Admitted
1980/81	19	145,567	24,191	16.6	83.4
1981/82	22	180,728	22,408	12.8	87.6
1982/83	23	205,112	29,800	14.8	85.2
1983/84	23	191,583	27,378	14.3	85.7
1984/85	25	201,234	27,482	13.7	86.3
1985/86	25	212,114	30,996	14.6	85.4
1986/87	25	193,774	39,915	20.6	79.4
1987/88	30	210,525	36,356	17.3	82.7
1988/89	30	190,135	41,700	21.9	78.1
1989/90	30	255,638	38,431	15.0	85.0
1990/91	31	287,572	48,504	16.9	83.1
1991/92	32	398,270	61,479	15.4	84.6
1992/93	35	357,950	57,685	16.1	83.9
1993/94	35	420,681	59,378	14.1	85.9
1994/95	35	N/A	-----	-----	-----
1995/96	35	512,797	37,498	7.3	92.7
1996/97	35	376,827	56,155	14.9	85.1
1997/1998	38	419,807	72,791	17.3	82.7
1998/1999	40	321,268	78,550	24.4	75.6
1999/2000	42	418,928	78,758	18.8	81.2
2000/2001	43	467,490	50,277	10.7	89.3
2001/2002	46	842,072	95,199	11.3	88.7
2002/2003	53	994,380	51,845	5.2%	94.8
2003/2004	54	1,046,950	105,157	10.0%	90
2004/2005	56	841,878	122,492	14.5%	85.5
2005/2006	75	916,371	65,609	7.1	92.9
2005/2007	76	803,472	123,626	14.4%	85.6
2007/2008	95	911,653	107,370	11.8	88.2
2008/2009	95	1,054,063	200,000	19%	81
2009/2010	104	1,182,381	148,000	12.5%	87.5
2010/2011	104	1,375,652	360,000	26.2%	73.8
2011/2012	117	1,493,604	400,000	26.8%	83.2
2012/2013	117	1,503,889	500,000	33.3%	66.7
2013/2014	129	1,670,833	520,000	31.1%	68.9

Source: Joint Admissions and Matriculations Board (1980-2014)

N. B. 1974-1979 were not applicable because the Joint Admissions and Matriculations Board was not established until 1977.

Table 1.1 on page 3 reveals a fluctuating trend in the offer of admission into Universities in Nigeria between 1980-2010. The admission offered to potential candidates was as low as 5.2% in 2002/2003 while the highest in 1998/99 was 24.4%. The access which increased steadily from 2010/11 session due to the increase of federal universities from 104 to 117 still dropped to 31.1% in 2013/14. Though there was no admission into Nigerian universities generally during 1994/95 due to the June 12 crises, the highest university admission offered to eligible candidates in the country between 1980 and 2013 covered by the table was 33.3%. This was during 2012/ 2013. Though due to incomplete results, it was not all the candidates that were eligible; the table obviously indicates that 66.7% of the applicants could not get admission into Nigerian universities. The increased access to university education as from the year 2010/11 is attributable to the National Universities Commission's approval of additional 9 federal, 1 state and 4 private universities.

The nine federal universities approved in 2010 were established in Lokoja, Lafia, Kashere, Wukari, Dutse, Ndufu-Alilke, Oye-Ekiti, Otuo-ke, and Dutsima, Rivers State University of Education, Rumuolemi, while the four state universities approved in 2011 are Baze University, Abuja; Landmark University, Omo-Aran, Samuel Adegboyega University and Adeleke University, Ede. Yet, as at 2013/2014 session, the 129 universities in Nigeria comprising of 40 Federal, 39 State and 50 private Universities could not admit more than 31.1 % of the eligible candidates. The alarming problem of admission into Nigerian universities certainly emanated from increase in number of prospective candidates, attempts at universalizing and widening admission to education at all levels as well as problem of funding that resulted to inadequate facilities, equipment and personnel.

The problem of access to university education is however found in Africa, Asia and Latin America. Leavy and Berge (2007) cited by Braimoh (2015) attributed the problem to inadequate of required personnel, poor funding and infrastructures such as classroom, laboratories, information communication technologies. Egbokhare (2015) established that the federal government had reacted to the problem through the approval of new federal, state and private universities, the NOUN, Innovation Institutes, licensing of polytechnics to award degrees, affiliation programmes, as well as creation of parity between polytechnics and universities.

Despite the aforementioned measures by the federal government of Nigeria, the problem of admittance to university education still persists. This is due to the upsurge of prospective candidates seeking admission into the conventional universities, challenges of funding, inadequate facilities and personnel. However, if the trend is not curbed, it may spell

doom for the country politically, economically and socially. Apart from compounding social problems such as kidnapping, unemployment, armed robbery, tribal and ethnicity clashes in the country, it may make some prospective candidates fall victim of illegal universities operating within or outside the country. It may also lead to the influx of recruitment agencies to foreign universities, masquerading of tutorial centres as universities, online degree mills, exploitation by private universities, and seeking alternative in the Diaspora at expensive cost.

To curb the aforementioned shortfall in universities' admission in Nigeria and to derive several benefits accruable from Distance Education Programme (DEP), the Federal Government of Nigeria, therefore, adopted the distance learning programme to:

- (a) provide more access to quality education and equity in educational opportunities.
- (b) meet special needs of employers and employees by mounting special courses for their employees at their work place.
- (c) encourage internationalisation, especially of tertiary education curricular.
- (d) ameliorate the effect of internal and external brain-drain in tertiary institutions by utilising Nigerian experts as teachers regardless of their locations or places of work, and
- (e) encourage life-long learning opportunities.

(National Policy on Education, 2013, page 34, section 6, Sub-section 115)

The need for DEP in Nigeria is linked by scholars (Oblinga, 2002; Jegede, 2003; Calvert, 2005; and Adedokun, 2010) to socio-economic demands, its flexibility, world-wide acceptance as well as national development. Socially, the evolution of ODL in Nigeria was seen by Adedokun (2010) as an intervention to universalise education and extend educational opportunities to those who could not acquire it. Jegede (2003) in Oguntunde (2014) establishes that apart from diverse learning styles, flexibility, and accessibility, distance learning meets the specific and different needs of all categories of learners desiring to update and upgrade themselves professionally or personally. Apart from increase of access to education, Oblinga (2002) upheld that this mode of education caters for and makes it possible for people with infirmities to get sound education irrespective of socio-economic status. In the same vein, Niagram and Joshi (2007) observed that the programme creates an opportunity for some people to acquire tertiary education to become skilful workers. Ajadi (2012) also asserted that though the employers of labour continually demand for higher certificates, study leave is hardly granted these days.

Economic reason and necessity of on-the job training also make distance education programme important. Lentel, Jennifer & Routke, (2004) established that ODL is embraced by developing countries to enlarge educational and training opportunities to surmount inadequacy of buildings, books and trained teachers. Braimoh (2015) premised its necessity on persistent poor government financial support for higher education. Nwaocha et al (2008) sees this alternative educational delivery as a means for social enhancement and economic evolution through internally generated revenue (IGR). In the same vein, COL (2001) stated that it is positioned within dual-mode system with a view to generate income. Egbokhare (2015) asserted that average cost of tuition in private universities is beyond the means of over 70% of Nigerians, while Olowola (2012) opined that the programme does not confine learners to the four walls of the classroom. According to him, it is modern and flexible in terms of programme, space and time. It allows learners to update their knowledge, learn about modern and acquire latest skills for optimum performance in different trades or professions.

Furthermore, the need for DEP in Nigeria is premised by Reddy and Manjulika (2000), Daniel (2000) and Olowola (2012) assessed Harvard, Cambridge and Oxford Universities distance learning programme as an alternative mode of teaching, learning and training. In the same vein, Calvert (2005) attributed its prominence in the developed countries to increase in desire for professional qualifications. Ambe-Uva (2007) established that since the early 1970, many countries upheld that the programme can facilitate prompt national development. Reddy et al (2000) saw it as one of the three emerging modes of education – conventional, open and distance education and virtual universities

Distance education can be equally justified by the constructivists view cited by Falade (2007) which involves shifts from instruction to construction, teacher-centred to learner-centred, learning as a torture to learning as a fun, and from the tutor as a transmitter of knowledge to tutor as a facilitator. Moreover, the autonomy and active participation afforded learners by distance education to use customized instructional materials that give them prior knowledge to construct their own ideas and create meanings from different experiences around them. This in turn makes learning learner-centred; afford learners to acquire knowledge and skills at their own convenience with ease at any time and place.

Despite the adoption of DEP, the low quality learning, unethical practices and the reported discrepancy between policy and practice constituted an impediment to the achievement of its goals. This study is therefore, designed to investigate the evolution, practices and challenges of the undergraduate distance education programme in dual-mode

federal universities in South-Western Nigeria. The previous works that had been carried out on this mode of educational offering in the country concentrated on Retention and Failure (Aderinoye, 1992), The Transformation of Correspondence Education to Distance Education in Nigeria, 1927-1987, (Adekanmbi, 1992), A Comparative Study of Cost Effectiveness of Instructional Television and Conventional Classroom Instruction in Non-Formal Education, 1986-1994 (Akinleye, 1995). Comparative Benefit Analysis of Bachelor Education Sandwich and Conventional Degree Programme (Borode, 1997), Distance Education as a Panacea to the Conflict of Job Retainship and the Acquisition of Further Education: An Evaluative study of Distance Learning (Adelakun, 1998). Others are Analysis of Selected Predictors for Motivating Distance Learners in Nigeria (Ojokheta, 2000), An Evaluative Study of the Centre for External Studies, 1988-1998 (Oladeji, 2000), Effects of Tele-Video Instruction on Distance learners' performance in Educational Technology (Omoniyi, 2004) Effects of instructional media techniques on social studies learning outcome of NCE distance learners (Adelakun, 2010).

The previous research findings on distance education in Nigeria revealed that despite the increase in enrolments, the foundation for the transformation of correspondence to distance education was not fully laid till 1987 (Adekanmbi 1992), various problems faced by distance learners bother on administrative procedure, tutor/staff performance, high cost of books and inadequate resources (Aderinoye, 1992). Other scholars reported that Instructional Television can be cost effective if the system is used maximally (Akinleye 1995); the total costs of the conventional bachelor degree were constantly more than those of the sandwich programme (Borode, 1998); the conduciveness of the learning environment, the nature and quality of students' support services provided, course materials and tutors feedback on assignments constituted predictors for stirring distance learners (Ojokheta, 2000); the Centre for External Studies of the University of Ibadan that graduated 3,115 students between 1988 and 1998 successfully accomplished the objectives for which it was established through management and coordination of its division (Oladeji, 2000); there was no difference in the learning outcome of the class taught with the television and those taught using traditional method (Omoniyi, 2004). Multi-media instructional technique enhanced distance learners learning outcomes in social studies (Adelakun, 2010).

Evolution of distance education implies its historical development in terms of the main technologies employed, pedagogy and organizational structure. At the global level, scholars such as Garrison (1993), Taylor (1999), Stephens (2010) Keegan (1982), Phips, Wellman and Merrisotos (1998), Ojokheta (2009) Holmberg (2003) traced its historical

development. Garrison (1993 and Anderson (2000) established that it has transited through many technological advancement stages. They contended that the methods of delivery in distance education have led to the conception of the term 'generation of communication technologies' with due consideration to their historical antecedents.

Based on the technologies used, Bates (2005) and Peters (1994), see this mode of instructional delivery as print-based correspondence education which heavily relied on summative evaluation, the industrial mode which added radio and television and relied on division of labour to produce and deliver instructional materials. The mode which uses Information and Communication Technologies – CD ROM and web-based materials and interactions between tutors and students was employed by the British, Anadolu, Korea and Japan Open Universities.

Taylor (1999) however identified the five phases of technological development in distance education as the correspondence; the multi-media, the flexible learning, the intelligent flexible learning and interactive multi-media. The five generations spanned by the evolution of delivery media in distance education identified by Taylor (1999) is periodically delineated by Stephens (2010) as Correspondence (1883-1950s), Technology-enabled (1950s-1990s), E-learning (1995–2005), Electronically-Assisted Learning (1990 – till the time of this study) and Web 2.0 learning (2005 till the time of this study).

Based on pedagogy, Dron (2010) identified three generations of distance education as Cognitive-behaviourist, Social Cognitive Constructivists and Connectivists. Cognitive behaviourists, based on the philosophy that learning means behavioural changes from learning stimuli, advocated for the computer-assisted instruction. Social Constructivists promoted by Vygostky and Demen focused more on learning instead of teaching. It emphasized student-tutor and student-student interactions. Connectivists pedagogy emphasized the learner's ability to actively participate in networked communities. This is based on learner-centred assumption of the constructivist model of learning.

The three phases of distance education development in Nigeria identified by Adekanmbi (1992) are period of foreign-based correspondence colleges (1927-1987), era of local correspondence colleges that engaged in the preparation of students for post primary and other professional examinations and centres of various universities. It is established that distance education in the country dates back to 1887, the year of the first Nigerian Education Ordinance. Nigerians, then, enrolled in the London Matriculation Examinations as external students (Omolewa 1982; Aderinoye, 1995; and Adalakun, 2010). In the same vein, Ojokheta (2000) reported that by the end of the twentieth century, some British

Correspondence Colleges, such as the University Correspondence College, Wolsey Hall, and Rapid Result College etc. were established in Nigeria to prepare learners for the London University Examinations.

Some Nigerians who matriculated, graduated and obtained degrees of the London Universities foreign correspondence course identified by Omolewa (1982) and Adelokun (2010) to include Eyo-Ita, Emmanuel Ajayi Olukoya (B.A., 1927), Alvan Ikoku (B.A., 1929), Late Chief Obafemi Awolowo, Samuel Ayodele Banjo and Josiah Soyemi Ogunlesi (B.A. 1933) who were graduates of the University of London External Degree Programme. Moreover, Aderinoye (1995) enumerated early Nigerian products of the British Correspondence Distance Education as Simeon O. Adebo; A.T.O. Odunsi; A.Y. Eke; K. Sofola, O. Chukwura; M. A. Adeyemo and N. K. Adamolekun who in 1939 bagged B.A. Honours in English. Another important beneficiary is Professor Dele Braimoh, an expert in open and distance education and former UNESCO chairperson of ODL in the University of South-Africa (DLC, 2015).

Adekanmbi (1992) established that despite the absence of any accreditation body at the time, quality at the stage was thorough. Yet, he pointed out that the London University provided examination, the correspondence colleges provided instruction through print; the two-way interaction depended solely on postal system, face-to-face instruction was used for candidates in school, the content of examination reflected the thinking and practice of the British culture and environment. He further stated that support services were provided through government agencies. Since Western Education was introduced into the country by the Christian Missionary Bodies, Sunday school candidates receive the advice, counselling and tutorial of their teachers while the correspondence education students relied solely on the course texts sent by the correspondence college. Two-way communication depended on the capacity of the government postal system then controlled by the British Post Offices.

Having disagreed with the view that correspondence education was embraced by Nigerians due to non-existence of a university in the country as erroneous, Ojokheta (2000) asserted that, with the establishment of many universities after independence, it continued to prosper. Private bodies and universities began to train people through distance education programme. Exam Success College came into being in Lagos. Also, the Federal Radio Corporation of Nigeria, with the Headquarters formerly in Lagos, was established with the help of the Ford Foundation to provide educational broadcasting service based on the national guideline of the curriculum (Omolewa 1982 in Adelokun 2010). The International Correspondence Institute, Jos, was founded in 1967 by the division of Foreign Mission of

the Assembly of God to offer courses in evangelism and instruction (Adelakun, 2010). Sequel to the recommendations of the Ashby Commission Report of 1960, the Correspondence and Open Studies Unit (COSU), now Distance Learning Institute, was established by the University of Lagos in 1974. The institute offered part-time studies in Business Studies, Accounting, Law and Education through correspondence procedures (DLI, 2014). To prepare middle-level teachers for Nigerian primary schools, the Ahmadu Bello University embarked on a special training programme called “The Correspondence and Teachers in-Service Programme (TISEP) in 1976.

The first edition of the National Policy on Education (1977) brought distance education into limelight. It stated that at any level after junior secondary education, an individual shall be able to choose between continuing full-time studies, combining work with study or embarking on full-time employment with the prospect for further studies later on. The NTI was established in 1978 to upgrade and train primary school teachers; the External Studies Programme (ESP), later Centre for External Studies (CES), now Distance Learning Centre (DLC), was established by the University of Ibadan Senate in 1988 to upgrade NCE graduates to University degree holders. The NTI also introduced the NCE by distance learning in 1990 to prepare qualified teachers for the Universal Basic Education (UBE) which was introduced in 1999. Centre for Distance Learning and Continuing Education (CDLCE) was established by the University of Abuja in 1992; the National Open University was re-launched as the National Open University of Nigeria (NOUN) in 2002 after being closed down for sixteen years on the excuse of lack of fund by the General Muhamadu Buhari led administration.

Adekanmbi (1992) though described the period 1974-1987 as a turning point in the transition of correspondence education in Nigeria; he concluded that the foundation for its transformation to distance education was not yet fully laid. According to him, the major development was the emergence of the University of Lagos COSIT, the NTI, the University of Ibadan External Studies Programme, Centre for Distance Learning in Abuja, the Commonwealth of Learning, and the influx of satellite campus systems. Yet, Nigeria, as a country, got involved in ODL through the establishment of the NOUN and NTI (UNICEF, 2010). To address the alarming problem of admission into the countries’ universities, the Federal Ministry of Education organized a workshop with the theme ‘Towards Evolving a National Policy on Distance Education in Nigeria’ At the end of the workshop which took place at the ECOWAS Secretariat, Abuja, between 27th and 30th September, 2000, a draft of

national policy on distance education evolved (COL, 2001). The policy on distance education was initially incorporated as Section 9 of the National Policy on Education (2004).

On the other hand, Braimoh and Osiki (2008), Jegede (2009), and Jimoh (2013) described distance education practice as the provision of education through a non-conventional face-to-face method but with similar goals as that of the on-campus full-time (Braimoh,2015). Adelokun (2010) identified the indices of distance education practice as policy statement, objectivity, curricular and institutional commitment, students support services, study centre, staff and management/administration. Furthermore, NOUN (2013a) enumerated the conditions for effective practice of distance learning in Nigeria as institutional support, pedagogy design and delivery, learner support services, technological facilities, staff supports as well as evaluation and review.

Furthermore, Holmberg (2005) premised the practice of distance education on the principles of learners' autonomy/self-choosing pacing of the study and individual or group learning. William Harper of U.S.A. (1856-1906) emphasized highly structured courses and self-choosing pacing, while Hernod of Sweden (1860-1920) stressed the freedom of the individual student to study at his or her own convenient place and time. Both Harper and Hernod, according to Holmberg (2008), therefore, catered for individual study and insisted on high quality work on the part of the tutors. Harper used to mail instruction sheet to students on weekly basis, whereas Hernod allowed them to adapt study to their own personal conditions.

The introduction of sophisticated technology to distance education towards the end of the twentieth and early twentieth-first centuries, however, made the applicability and effectiveness of non-contiguous mediated teaching and learning realistic by many large organizations (Holmberg, 2005). Computer technology makes it possible for both students and tutors to make contributions to conferences and any other discussion at their own convenience. Apart from enhancing students' interaction that makes group work in distance education acceptable to adults with jobs, families and various other commitment, it strengthens the flexibility and makes it a useful tool in adult education (Holmberg, 2005).

In another vein, Holmberg (2003) identified two schools on distance education that respectively stress individual study and non-contiguous tutoring as well as residential face-to-face group teaching at regular intervals. According to him, the former can and does serve mass education. The industrial approach of Otto Peter, though not applicable in all situations, can be partly or fully applied by large distance education organization whereas small scale distance education favours traditional face-to-face education. Those strongly

influenced by conventional education stresses control whereas those regarding distance education as wholly separate mode usually favour far-reaching student independence. Harper and Hernod respectively emphasized students self-pacing and freedom. Furthermore, the findings of a study carried out by Weingartz (1990) showed that almost 25% of the organizations studied endeavour to promote a high degree of autonomy, while some 70% apply high individualized-controlled tutoring and counselling.

Importance of interactive contact in distance education is expressed by Wills (1998), Lentel (2004), Holmberg (2005), Pyari (2011) and NOUN (2013). Wills (1998) emphasized that face-to-face contact at study centres enhances tutor-student and student-student interactions and effective instructional delivery. Lentel et al (2004) also established that, with population explosion, the United Kingdom Open University introduced local tutorials and personal contact with the tutor. Holmberg (2005) contended that face-to-face interactions in distance education practice is often appreciated by students at the introductory and revision phases before examination. Furthermore, having argued that distance education institutions are essential, Sewart in Pyari (2011) emphasized that the packaged materials needs human versatility to satisfy the needs of distance learners and to bail them out of difficulties. In the same vein, having clarified that study centres are resource places where students pick up course and other materials, interact with instructional facilities and tutors, student counsellors, centre directors and have access to support facilities such as internet browsing, e-mail, library and a range of communication channels, NOUN (2013a) asserted that since learners are social beings, no technology can serve as perfect substitute for human interaction.

The University of Guelph (2014) listed best practices in distance education as highest level of scholarship in discipline area; contact with current content materials and resources; well-thought out aims, goals and objectives; a clear and logical learning plan; current research findings and inquiry, meeting expectation of learners; definable educational philosophy, teaching-learning strategies, visual, auditory, kinaesthetic learning styles that incorporate print, video, CD-ROM, www etc. It also emphasized learner-tutor communication and interaction; appropriate technology; frequent and meaningful feedback on learner progress; suitable assessment methods, sensitivity to learners' demographic and cultural differences.

In Nigeria, most of the indices of distance education practice identified by Adelakun (2010) such as policy statement, objectivity, curricular and institutional offering, students' support services, study centre and administration are problem-ridden. The scholar observed

general poor administrative practices in terms of policies, monitoring and finance, He asserted that the management of ODL has virtually been left in the hands of providing institutions that operate their programmes as an estate to increase their internally generated revenue (IGR.). Aguna (2006) in Mbanjo (undated) observed poor planning, late production of course materials, and non-utilization of experts in the field of educational administration and planning as obstacles to proper implementation of the ODL programmes.

Also, Ipaye (2007) noted deficiency in learner-support services in dual-mode system in Nigeria. Nakpodia (2010) enumerated the problems of distance learners as costs and motivators, feedback and teacher, students' support services, alienation and isolation, lack of experience and training etc. Galusha (undated) also identified the problems of adult learners utilizing distance education as domestic distraction and unreliable technology which could make completing the course difficult. Also, Stephens et al (2007) stated that some students attempt distance education without proper training of the tools needed to be successful in the programme. Keegan (1986) in Nakpodia (2010) observed that separation of students and tutors imposed by distance puts a great communication barrier between the two parties.

Furthermore, other challenges of ODL identified in literature include gap between policy and practice, inadequate distance education providing institutions, poor funding, over-dependence on print media, conservatism, inadequate facilities and resources, management. The NUC (2009) specifically reported a discrepancy between policy and practice. The body declared that the practice of distance education is below acceptable expectations in the dual-mode universities in the country. COL (2001) also reported some uncertainties about the type, scope, and nature of the programme in Nigeria. The assertion of Nakpodia (2010) that the programme is an infinitesimal component of higher education programme within the Federal Education system is corroborated by the situation analysis of ODL carried out by the NUC in 2009. It indicated that NOUN and the six accredited dual-mode universities have limited capacities to deliver degree programme by ODL in addition to conventional face-to-face mode.

With regards to funding of distance education, Adedokun (2010) observed that the institutions relied on the Internally Generated Revenue of tuition fees paid by distance learners to survive. Also, Aghenta (1993) in Nakpodia (2010) remarked that once distance education is seen as a means of generating income, there can be no qualitative delivery. World Bank (2002) observed weak mandate for ODL in terms of resources. Scholars (Adekanmbi, 1992; Igbafe, 2001; Osuji, 2005) have observed that the DLI, NTI, Kaduna; and DLC are yet to fully embrace the use of other instructional media other than the print to

deliver instruction. However, Adedokun (2010) attributed the continuous use of print media at the expense of other media in ODL practice in Nigeria to computer illiteracy, high cost of computer, conservativeness of the facilitators to the use of electronic media, deficiency in the supply of electricity, easier production of print learning package and prevalence of face-to-face contact in study centres. Jegede (2002) equally linked this challenge with the low penetration of the internet estimated to be as low as 15 percent. Similarly, Nasseh (1997) mentioned poor understanding of the concept, conservatism, cognitive dissonance, inadequate learning resources materials, long period for the conduct of exam, absence of financial autonomy and so on as some of the problems of DEP in Nigeria.

The University of Lagos Distance Learning Institute (DLI), the University of Ibadan Distance Learning Centre (DLC) and the Obafemi Awolowo University Centre for Distance Learning (CDL), Ile-Ife, in South-Western Nigeria were selected for this study. Apart from being first generation universities reputable for academic excellence, they are three of the six universities initially accredited in the country by the National Universities Commission to provide distance education at diploma, degree, and postgraduate levels through the dual-mode. The year 1974 was chosen as the starting point of the study and since then, Nigerian universities began to introduce the programme in quick succession. On the other hand, the year 2014 was chosen as the terminal point because it marked four decades of distance education practice in Nigeria as well as a decade of practice after the incorporation of the programme into the National Policy on Education in 2004.

1.2 Statement of the Problem

Correspondence Education, now known as Distance Education, which was introduced into Nigeria in 1887 when the first Nigerian Education Ordinance was made, metamorphosed from foreign-based and local private correspondence colleges to distance learning centres of the various universities in Nigeria. The programme was adopted by the federal government to widen access to quality education and provide equitable educational opportunities to those who could not acquire university education. It was, however, criticized for being run on part-time/sandwich basis, low quality learning, unethical practices, as well as discrepancy between policy and practice. Some parents and prospective candidates, therefore, do not have much interest in this alternative mode of education. The reservation for the viability and integrity of the programme in the country can undoubtedly hinder the achievements of its goals. Yet, previous studies on distance education in Nigeria largely focused on retention and failure, transformation of correspondence to distance

education, cost effectiveness of instructional television, comparative benefits analyses of sandwich and conventional degree programmes, some selected predictors for motivating distance learners with less attention to evolution, practices and challenges of this mode of delivery. This study was, therefore, designed to investigate the evolution, practices and challenges of the undergraduate distance education programme in dual-mode federal universities in South-Western Nigeria within the four decades of its existence (1974-2014)

1.3 Research Questions

The twelve research questions to which answers were provided on this study are:

1. How did the undergraduate distance education evolve in dual-mode federal universities in South-Western Nigeria from 1974-2014?
2. To what extent are the dual-mode federal universities in South-Western Nigeria committed to the offering of the programme?
3. What evaluation and assessment procedures are employed by the selected dual-mode Universities for the implementation of the undergraduate programme?
4. To what extent are the centres of the selected dual-mode universities in South-Western Nigeria embarking on capacity development?
5. What learner support services are provided for the undergraduate distance learning students of the selected dual-mode federal universities?
6. To what extent are the dual-mode federal universities embarking on quality assurance to ensure parity of esteem with the conventional degree programmes?
7. What is the trend and status of undergraduate enrolment in dual-mode federal universities in South-Western Nigeria?
8. To what extent did the dual-mode federal universities in South-Western Nigeria comply with the NUC policy guidelines on the practice of distance education?
9. What challenges implementation challenges confronted dual-mode federal universities in South-Western Nigeria on the undergraduate distance education programme?
10. How best can the implementation problems of the undergraduate distance education programme be addressed?
11. What similarities and differences existed in the evolution, practices and challenges of the undergraduate distance education programmes of the sampled institutions in South-Western Nigeria?

12. Is there prospect for the undergraduate distance education programme in dual-mode federal universities in South-Western Nigeria?

1.4 Scope of the Study

The study deals with evolution, practices and challenges of the undergraduate distance education programmes of the University of Lagos Distance Learning Institute (DLI), the University of Ibadan Distance Learning Centre (DLC) and the Obafemi Awolowo University Centre for Distance Learning (CDL), Ile-Ife, in South-Western Nigeria. These centres were selected for this study, because, apart from being first generation universities noted for academic excellence, they are three of the six universities initially accredited in Nigeria by the NUC to offer the programme at diploma, undergraduate and postgraduate levels. Specifically, the study covered evolution of the undergraduate distance education programme between 1974 and 2014, institutional commitment in terms of administration, learner support services, capacity development, quality assurance, technological deployment; evaluation and assessment procedures, compliance of the institutions with the NUC policy guidelines, trend and status of enrolment, challenges of programme implementation, similarities and differences in distance education practice of the sampled institutions as well as prospect of the programme. The study involved the stakeholders of the undergraduate distance education programme such as centre directors, administrative staff, tutors, and 200-500 level undergraduate distance learning students of the selected institutions. The year 1974 was chosen as the starting point of the study because the international Council on Distance Education Programme adopted the nomenclature “Distance Education” in the 1970’s, and as from then, Nigeria universities started to embark on the programme. On the other hand, the year 2014 was chosen as the terminal point of the study because it marked four decades of distance education practice in the country as well as a decade of practice after the incorporation of the programme into the National Policy on Education in 2004. The study involved the directors, administrative staff, tutors and students of the selected universities distance learning centres.

1.5 Significance of the Study

This study provided data on the evolution, practices and challenges of the undergraduate distance education programmes in dual-mode federal universities in South-Western Nigeria. It indicated the level of the institutional commitment to the programme in terms of learners’ support services, quality assurance, capacity development, media and technology. Apart from providing data base for government planning and intervention programme on the undergraduate distance education

programme, the study also served as a reliable source of data for policy-makers as well as reference for future researchers. Furthermore, the study provided the undergraduate enrolment data of DLI, DLC and CDL, as well as the extent to which these centres have worked towards meeting the NUC target of 350, 000 enrolments by year 2015 and helping in reducing the problem of access to university admission/education in Nigeria. Also, the study can be a source of information on distance education programmes in Nigeria to international organisations such as the UNESCO, Commonwealth of Learning, West African Distance Education Association, and International Council on DE. Also, the identified challenges provided sound basis for future improvement and development of the undergraduate distance education in Nigeria. Based on the findings of the study, suggestions were made to dual-mode universities, government and policy-makers towards the improvement and general acceptance of the undergraduate distance education programme as well as how to minimise the discrepancy between policy and practice in order to meet NUC and international standards on the achievement of the goals of the programme.

1.6 Operational Definition of Terms

The terms used in this study are operationally defined as follows:

Distance Education: The non-conventional teaching-learning process in which the tutor and the learner who are physically and geographically separated are brought into contact through various media of communication.

Undergraduate Distance Education Programme: University first degree programmes such as Bachelor of Arts (B.A.), Bachelor of Science (B. Sc.), Bachelor of Education (B .Ed.) that are run through distance education.

Dual-Mode Universities: Universities that run conventional degree and distance education programmes.

Evolution of Distance Education: Historical development of the programme in terms of technology, pedagogy and organization

Practice of Distance Education: Implementation of the programme by universities vis-à-vis admission, course offering, administration, curriculum, evaluation and assessment, staffing, capacity developments, quality assurance, learners' support services and enrolment.

Challenges of Distance Education: Implementation problems of the undergraduate distance education programme.

South-Western Nigeria: One of the six geo-political zones in Nigeria, comprising Lagos, Oyo, Ogun, Ondo, Osun and Ekiti States.

CHAPTER TWO

THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

This chapter covers the review of related literature on this study as follows:

2.1 Theoretical Framework

2.1.1 Theory of Cognitive Dissonance by Matt Graham and Nory Jones (2011)

2.1.2 Theory of Independent Study by Charles Wedemeyer (1971)

2.1.3 Theory of Transactional Distance and Autonomy by Michael Moore (1989)

2.2 Conceptual Review

2.2.1 Concept and Importance of Distance Education

2.2.2 Evolution of Distance Education Worldwide

2.2.3 Evolution of Distance Education in Nigeria

2.2.4 Policy and Management of Distance Education in Nigeria

2.2.5 Distance Education Practice in Dual-Mode Federal Universities in Nigeria

2.2.6 Instructional Technology and Media in Distance Education

2.2.7 Concept and Policy of Instructional Technologies and Media in Distance Education Practice

2.2.8 Concept and Policy of Instructional Delivery in Distance Education Practice in Nigeria

2.2.9 Concept and Policy of Student Support Services in Distance Education Practice in Nigeria

2.2.10 Concept and Policy of Quality Assurance in Distance Education Practice in Nigeria

2.2.11 Operational Models of Distance Education

2.2.12 Challenges of Distance Education Programme Implementation in Nigeria

2.3 Empirical Review

2.3.1 Effectiveness of Distance Education Programme

2.3.2 Cost effectiveness and Distance Education

2.3.3 Instructional Media and Distance Education

2.3.4 Learners Autonomy and Distance Education

2.3.5. Face-to Face interactions and Distance Education

2.3.6 Instructional Delivery in Distance Education

2.3.7 Prospect of Distance Education Practice in Nigeria

2.3.8 Research Methodologies in Distance Education

2.4 Appraisal of Literature Reviewed

2.1 Theoretical Framework

The theories of Cognitive Dissonance by Matt Graham and Nory Jones, Independent Study by Charles Wedemeyer and Transactional Distance and Autonomy by Michael Moore provided the framework of the study. All the selected theories have implications on distance education practice in Nigeria. The cognitive dissonance theory expresses the problem of its general acceptance among faculties in higher institutions of learning, while the second theory expresses the need for learners' autonomy and incorporation of technology into the practice. In the same vein, the theory of transactional distance emphasizes that distance education offering institutions and tutors should bridge the geographical distance with the learners, using well-structured printed support materials and dialogue or didactic interactions between the tutor and the learner.

2.1.1 Cognitive Dissonance Theory by C.Matt Graham and Nory Jones (2011)

Cognitive element is something a person believes, a behaviour engages in or observations about something. Dissonance expresses the problem of inconsistency of attitude and behaviour. There is cognitive dissonance, if a person believes drunkenness is bad but still drinks alcoholics. Cognitive dissonance theory posits that when a person is faced with inconsistencies of attitude and behaviour, he or she needs to resolve the dissonance by changing the attitude or modify the behaviour.

The Cognitive Dissonance Theory that was propounded by Matt Graham and Nory Jones (2011) established that conflict of attitude and behaviour causes dissonance. The proponents stated that distance education practice raises a lot of educational quality and integrity issues among faculties in higher institutions of learning. Most faculties view distance education in a more negative light due to lack of administrative and technical support as well as little or no initiation for the programme. Some faculties according to them, embraced the opportunities that its delivery provides as well as the emerging new technologies that can enhance learning experience, many faculties remain resistant to exploring it on the excuse of lower quality in student learning, time demand for preparation and headaches associated with the technologies used for its delivery.

The Cognitive Dissonance theory implies that distance education can neither be qualitative nor be generally accepted as long as there is disagreement between behaviour and attitude or mismatch between policy and practice on the programme. The theory is relevant to this study because of the need for parity of esteem with the conventional programme as well as its general acceptance of the programme South-Western Nigeria.

2.1.2 The Theory of Independent Study by Charles Wedemeyer

Wedemeyer (1971) described independent study at the university level as consisting of various form of teaching-learning arrangement in which the tutor and the learner respectively carry out essential tasks and responsibilities independently and in different ways. It aims at providing off-campus learners with the opportunity to further studies in their own environment and assisting them to embark on self-directed learning expected of the educated person. Based on this theory, Wedemeyer emphasised flexibility of distance education programme and proposed a re-organization of teaching-learning situation involving the teacher, learner, a communication system and subject matter to accommodate physical space and greater learner freedom. He concluded that the development of the student-teacher relationship was a key to the success of distance education.

Weingartz (1980) in Holmberg (2005), however, clarified that independent study does not imply unlimited freedom but a differentiated guidance of learners that allows students-tutors interactions with reduced counselling and tutoring as students become more and more independent (Weingartz, 1980). It allows two-way interaction between the students and their tutors and others belonging to the supporting organization (Holmberg, 2005).

With this theory, it is obvious that despite the fact that there is need for independent study or giving room to distance learners to embark on self-directed and self-regulated learning, teaching should be individualized and mediated with modern technology to allow flexibility and student-tutor interaction. Thus, the objectives of distance education will be defeated if there is absolute independent for the learner without interaction with distance learning institution and the tutor for guidance.

2.1.3 Theory of Transactional Distance and Autonomy by Michael Moore (1991)

The transactional distance is the teaching-learning activities that are carried out through various media of communication. Moore (1990), Moore and Kearsely (1996) described it as pedagogical and teaching procedures composed of structures, dialogue and individualization. The proponent emphasised that the geographical distance between the tutor and the learner must be bridged with dialogue.

Structure expresses rigidity or flexibility of the programme as educational objectives, teaching strategies and evaluation methods. It describes the extent to which an educational programme can accommodate or be responsive to each learner's individual needs. It reflects

the course design and functions of the teaching organization and communication media employed. On the other hand, dialogue is the tutor-student two-way communication described by Holmberg as guided didactic conversation. The tutor gives instruction and the learner responds. Individualization differentiates a distance learner, a distance tutor, and distance teaching-learning from their counterparts in the conventional system of education.

Dialogue is determined by the educational philosophy of the individual or the organization, the personality of tutors and the learner, by the course, and environmental factors. Television permits no dialogue or two-way interaction between the student and the tutor. Though Print, audio, or video-recorder media facilitate learner-instructor dialogue with the person, who, in a distant place and time, the interactive electronic media permits dialogue that is more dynamic than that between expert and learner using a recorded medium and such programme are therefore less distant. A recorded television is highly structured with virtually every activity of the instructor and every minute of time provided for and every piece of content predetermined. There is little or no opportunity for deviation or variation according to the needs of a particular individual. This can be compared with many teleconference courses which permit a wide range of alternative responses by the instructor to students' questions and written submissions.

The transactional distance theory implies that effective distance education practice is not feasible without dialogue or two-way communication between the tutor and the learner, as well as programme structure such as educational objectives, teaching strategies and evaluation methods.

2.2.1 Concept and Importance of Distance Education

Distance education has no universal definition. Therefore, it is differently defined and described by various scholars as correspondence education; home study, independent study external studies, distance teaching, Blended and Flexible Learning, Online Learning, Open Educational Resources (OER), Massive Open Online Course, Flipped Classroom etc.

Adesina (2015) explained some other nomenclatures of distance education. According to her, External Studies is the instruction that takes place outside a central campus, using audio, video conferencing or home study; Continuing Education refers to course that can be delivered on campus or at a distance and has varied meanings; Distance Teaching, as an integral part of open distance/learning, emphasizes the teacher's role only rather than the system. Open and distance learning (ODL) encompasses not only teaching

but learning; Open Education Resources are re-useable digital materials for teaching, learning and research. The use of materials which would not be easily permitted under copyright alone, however, cannot award degrees nor provide academic or administrative support to student; Adult Education emphasizes andragogy rather than child-centred-learning. Technology-Based or Mediated Education refers to teaching and learning procedures that majorly make use of computer-assisted learning, computer-managed learning and conferencing. Flexible Learning, on the other hand, deals with the creation of environment for open and distance learning methods, media and classroom strategies, learner-centred philosophy, different learning styles and learner's needs, equity in curriculum and pedagogy, various learning resources and media as well as life-long learning habits in learners and staff,

The terminologies such as Virtual education, On-line learning, e-learning etc., according to Farrell (2001), resulted from the application of ICT to distance education. Egbhokare (2015) however established that each of the nomenclatures may incorporate one or the other aspect of distance learning; they do not in themselves define the practice. Sometimes actual practice may not be different, the nomenclature may focus on the mode of delivery, the media or the practice. Nonetheless, recent developments have witnessed a change that is a complete transformation from all these names to open and distance learning /distance education.

Open learning is used synonymously with distance education. Despite the relationship between the two concepts, experts in the field established distinctions between them. Keegan (1996) clarified that distance education is said to be open due to flexibility and openness in terms of admission requirements, composition of study programme, content and didactic approach. In the same vein, the Trial Edition of Guide to the development of materials for Distance Education produced by the UNESCO/ BREDU sees Open Learning as a situation whereby decisions are taken by learner himself concerning whether or not to learn, what to learn, how to learn, when to learn, and what to do next. Egbokhare (2015) also stated that Open Learning refers to the absence of constraints like administrative, time, space, and educational objectives, methods, entry qualifications, assessment etc. in the learning process.

The International Council for Correspondence Education (ICCE) was established in 1938. Yet, the term 'Distance Education' came into the limelight in the 1970's. Once the name was formally adopted in Canada in 1982, the council's nomenclature was changed to the International Council for Distance Education (ICDE) due to the growing use of various

media (Holmberg, 2008). The council later adopted International Council for Open and Distance Education.

Keegan, Holmberg and Lonarakis (2005) upheld that distance education is a separate field, though it borrows from the theory, application and experiences of other forms of education. According to Lonarakis (2005), unlike primary and secondary education, it is neither a complete formal education system nor an educational policy like life-long learning, nor does it belong to the domain of adult education, which aimed at a particular population or age groups and is generally linked to lifelong learning and continuing training. Contrary to the views of Holmberg, Keegan and Lonarakis, Shale (1988) in Pyari (2011) asserted that both conventional and distance education involve the same process. In the same vein, having established that the programme did not challenge or change the structure of higher learning, Reddy and Manjulika (2012) stated that it was more of a movement to overcome the generic problems of scarcity and exclusivity.

The transition of correspondence courses to technology-driven programme has created a paradigm shift in the perception and definition of distance education. This is why there is no universal definition that may bring together the process and denotations of the programme. Since it would be cumbersome to catalogue all definitions of distance education, the connotations of the few ones cited in this study are later summed up. The Department of Education's Office of Educational Research and Improvement of the United States defined it as the use of telecommunications and electronic devices to deliver instruction to students who are in distant locations (Pea, 1994). The United State Distance Learning Association (USDLA), according to Egbokhare (2006), sees it as the acquisition of skills through mediated information and instruction encompassing all technologies and all other forms of learning at distance. According to Holmberg (1986), it covers all levels of study which are not under the contiguous immediate supervision of tutors in lecture rooms with students on the same premises but, who nevertheless benefit from the planning, guidance and tuition of tutorial organizations. Moore (1987) in Pyari (2011) described it as an instructional procedure in which the teaching behaviours are implemented apart from the learning behaviours, and of which tutor-student interactions are facilitated by print, electronics, mechanical or other devices. Simonson (1995) perceived it as formal, institutional-based educational activities, where the learner and the tutor that are separated from one another are synchronously and asynchronously connected for the sharing of video, voice, and database instruction. Furthermore, ODL is described by the National Policy on Education (2013) as the mode of educational delivery with high range of flexible learning

environment whereby large number of learners and tutors that are physically separated are connected through media and technologies to provide quality education

From the various definitions cited, the characteristics of distance education include being an independent study; formal and institutional-based, learner-centred, physical and geographical separation of the tutor and learner, division of labour and extensive use of technical media, separation of teaching from learning behaviour; opportunity to learn without barriers to time, space, age, sex, race, tribe etc.; individualized teaching to students who are not physically present, mediation of teaching and learning with communication technology such as print, written correspondence, audio, video, computer-based media and multi-media facilities. Ojokheta (2009) equally summed up that, the trademarks of distance education are physical separation of the teacher and the learner (Perraton, 1988), the volitional control of learning by the students rather than the distant instructor (Jonssen,1992), the non-contiguous tutor-student communication mediated by print or some form of technology (Keegan,1986; Garrison and Shale 1987), the enhancement of independent learning materials through the use of interactive communications technologies and tutor facilitation (Porter, 1994), the high degree of accessibility and the quality of interactive learning and teaching process (Peters, 1998).

Moreover, Peters (2007), the proponent of the 'Theory of Industrialization of Teaching,' submitted that distance education is a form of didactic conversation made of well-developed instructional resources, trained facilitators, promotion of intellectual pleasure, unambiguous language and friendly environment. Similarly, ODL is described by UNICEF (2010) as a form of Non-Formal Education through which organized learning activities and opportunities are provided to learners who are separated temporarily from the tutor. In the same vein, Wedemeyer (1977) in Salawu (2006) stated that the programme is meant to opportune off-campus learners to continue learning in their own environment and developing in all learners the capacity to carry on self-directed learning, the ultimate maturity required of the educated person.

The basic principles of ODE, according to NOUN (2013b), include an opportunity to have access to education, a lifelong learning process without the hindrance of age, sex, educational background, occupational responsibility etc. Wedemeyer, in his Theory of Independent Study, identified three major differences between conventional and distance education as autonomy of the learner, distance between the learner and the teacher and structural system.

Drunica, Fredrick, Garz and Dieterschule (2003) submitted that distance education programme embraces provision of learning materials, possible interactions with a computer and fellow human beings. No wonder, Egbokhare (2006) identified its key elements as the learner, the content or instruction, the process and channel of communication, objectives of the process, management and administration of the system. While Hall (1982) cited by Aderinoye (1992) stated that distance education could take the form of degree by examination, Open University, mediated instruction and university without walls, its key components as identified by NOUN (2013a) are students support services, evaluation and assessment, library and learning resources, facilities and finances.

Five modes of distance education were identified by Ademola (2003) as correspondence mode, which involves mailing of instruction to students and something of partial contact of students with the teacher through tutorial or revision purpose; the non-physical mode or a complete absence of physical contact between the tutor and learner, through educational communication (Broadcasting) mode in which radio and television are used to broadcast instruction usually through non-formal system of learning; the study station mode where an agency or institution conducts learning process manned by physical teachers in rented school buildings on probably weekends or evenings, and self-learning mode which entails candidates enrolling with appropriate examination bodies, obtain syllabuses and other resource materials and study on their own. Also, he identified devices used in distance education as passive and interactive media devices. The former refers to one-way devices like print, audio cassette, television, etc. that do not readily permit interaction with the distant learner. The latter refers to two way devices that provide an interactive link between the learner and the teacher. These include computer conferencing, multi-media, audio-teleconferencing etc.

Several social and economic advantages could be derived from distance learning as indicated by World Bank (2003), Niagram and Joshi (2007), Olowola (2012), Osuji(2006) Ademola(2003) etc. Socially, it enables working people to acquire relevant occupational knowledge, skills and techniques. In the same vein, Niagram and Joshi (2007) cited by Olowola (2012) asserted that it expands access to tertiary education, boosts acquisition of skills, and found beneficial to the disadvantaged and the people at the grass root level. Osuji (2006) also stated that it caters for the educationally disadvantaged people like the prison inmates, nomadic herdsman, women in Purdah, the itinerant fishermen, the workers and school drop-outs, who cannot easily access qualitative education due to one reason or the other. Ademola (2003) sees this instructional delivery mode as a means to provide equal

educational and life-long learning opportunities to all citizens. It also enhances flexibility and provision of in-service training opportunities, reduction of face-to-face learning. Coulter (1989) in Ojo, Ogidan and Olakulehin (2006) stated that the programme has proved to be cost effective in improving educational opportunities.

Osuji (2006) identified the characteristics of a successful distance education programme. as array of competent, dedicated and innovative staff, in-service opportunities for staff to undertake further study in the area through the programme; production of user-friendly handbooks, newsletters and students study notes; prompt reply to students letters and telephone calls, clearly stated distance education requirements, prompt feedback to students; strive for excellence in all aspects of operation; in-depth answers with corrections returned to students.

COL (2001) established that when technologies break down, distance learners get destabilised. Aderinoye (1996) in Oladeji (2000) identified the disadvantages of distance education as lack of access to information, isolation from distance learning institution, inadequate access to library services, defective postal services, poor access to fellow learners for help, pieces of advice or information, ineffective time management, lack of suitable place to study, conflict of working hours with interactive sessions, inability to attend tutorials at study centres due to long distance. However, it must be mentioned that due to technological advancement and deployment, most of the aforementioned disadvantages are now a myth. Distance learners can now have access to information online, through the institutions website portal, and can interact with the tutors and fellow student's through the social media. Also, electronic mail and telefax, have, to a considerable extent, replaced postal communication.

Despite the identified problems of distance education, there is prospect for the programme in Nigeria. Omolewa (1982) cited in Ojokheta (2000) premised its continued existence on unmet needs in the educational system, inability of the formal schools to absorb all eligible candidates, existence of working adults unwilling to resign and become full-time students. NOUN (2013a) attributed the continued relevance to unsatisfied demand in the higher education provision in Nigeria, the application of ICT to learning, and the 21st Century phenomenon of knowledge information-driven economy.

2.2.2 Evolution of Distance Education Worldwide

Evolution of distance education implies its historical development in terms of the main technologies employed, pedagogy and organizational structure. Distance learning, according to Wills (1994) cited in Ajadi (2010), is neither new nor novel to the developed countries like the United Kingdom and the United States of America. Holmberg (2005) asserted that it emerged from the simple theory of possibility and effectiveness of teaching and learning without physical contact of learners and tutors. It dates back to late 1880s when correspondence courses were first introduced. What is being witnessed today is the move of distance education to an integral part of overall educational provision from the marginal position it has occupied in the past (UNESCO, 2002).

Correspondence education, now known as distance education, which developed in the mid-19th century in Great Britain, France, Germany and the United States, spread swiftly (Encarter, undated). Holmberg (2003) attributed its emergence to the need to study alongside paid work and adult preference for individual learning. With the advent of the Information and Communication Technology (ICT), distance education is now known as open and distance education (UNICEF, 2010). Olowola (2012) stated that it is commonly used for teaching and learning of different courses in different areas of human endeavour.

Distance education programme was brought to the limelight by Caleb Philips. In the advertisement he made in the Boston Gazette of 20th March, 1728, he promised to be sending lessons weekly to those who were desirous to learn the art (Holmberg, 2008). The University of Chicago offered a correspondence course in 1800. In Britain, the innovation is traceable to the 1840 experiment of Isaac Pitman of the shorthand fame who sent instructions to his students by postcard. As asserted by Wellman in Adekanmbi (1992), the students wrote passages from the Bible and mailed them to Pitman for grading and comments. In 1858, the University of London established its External Programme, now known as the University of London International Programmes.

Another version as to the origin of the programme, according to NMEC/UNICEF (2010) stated that distance education started when James Stuart founded the University Extension Movement or University Extra-Mural Non-Formal Education with the view to bridge the gap between the ivory tower represented by the British universities and workers, including the masses of the then British society. Stuart and his group members experiment with correspondence education for the marginalized women in Britain in the 19th century

coincided with the period when societies in England and United States of America were organising such programme for women.

The British organizations that pioneered distance education were the Skerry's College, Foulks Lynch Correspondence Tuition Service and University Correspondence College. Skerry College, Edinburgh, was established in 1878 to prepare candidates for Civil Service Examinations; Foulk Lynch College that was established in London in 1884 specialized in accountancy; University Correspondence College, Cambridge; was founded in 1887 to prepare students for University of London External Degrees. In 1965, this college was taken over by the National Extension College and the Diploma Correspondence College later called Wolsey Hall, Oxford, founded in 1894. This institution which offered a wide range of courses prepared students for university qualifications. According to Adekanmbi (1992), more modern beginning of distance education was the Skerry's. The Foulks Lynch began in 1884 and Wolsey Hall started in 1894. The University Correspondence College, the Chambers and the Choughs also began with coaching of only a few pupils. Skerry's was started by a retired civil servant who indeed did the coaching; while a solicitor and a school master respectively started Foulk Lynch and Wolsey Hall.

In Germany, correspondence education was promoted by Charles Touissant, a Frenchman; Qustar Lagensschudl and Annar Ticknor, Mother of American Correspondence Study). Charles Touissant commenced teaching French by correspondence in Berlin in 1856. Germany. Qustar Lagensschudl, also co-founded a school for teaching language by correspondence. Anna Ticknor created the Boston Society in 1873. Till her death in 1897, she promoted home studies among women of all classes (Holmberg, 2008). With the introduction of the undergraduate programme in Illinois Wesleyan University, the programme was introduced in America in 1874. The Chautauqua Movement began in 1874 and integrated core programme in adult education throughout America in 1878. This led to the commencement of correspondence courses in 1879 (NOUN, 2013a). Also, the keenness of the students of William Rainey Harper to continue to benefit from his lectures after the completion of a seminar at the Baptist Theological Seminary in Illinois began a major correspondence education. With the activities of this founding President of the University of Chicago, the institution commenced correspondence instruction in 1892. The programme was given officer recognition by Chautauqua College of Liberal Arts between 1883 and 1891 (Atkins, 1991).

In Sweden, in 1890, Hernod started conducting an ordinary school in Malmo, teaching language and commercial subjects. The relocation of one of his students to a place

some twelve miles from the school setting coupled with his interest to continue writing instructional letters to him was a motivating factor. By 14th July 1891, the reagents of the University of Wincosin had approved a family resolution for the development of the university extensive correspondence study courses (Vincent 1900 in Holmberg (2005). In Australia; the University of Queensland commenced distance education in 1911. In France, a state correspondence school, later Centre National d'enseignement, was established in 1939 to cater for the education of children whose schools could not open due to war (Holmberg, 2008). Wright (1991) established that a number of alternatives to traditional higher education developed in the United States between 1960 and 1970 due to broad national interest in informal and non-traditional education, increasingly mobile American population, the growth of career-oriented activities and the early success of Britain Open University.

UNESCO (1993) revealed that distance education was first established in Asia and the Pacific in 1971 at the University of Saints, Malaysia (USM,) formerly known as University Palau Puang. It was established as a means to upgrade manpower in the republic of Maldives in the early 1970's under the assistance of the international organizations such as UNDP/UNESCO, UNICEF and UNFPA. The pressure from the parents and the establishment of a correspondence school in Australia led to the founding of New Zealand Correspondence School in 1922. Correspondence education was established in Papua in 1952, purposely to promote grade five and grade six public servants.

On the other hand, Siddique (2000) stated that Open University was first initiated by Sir Harold Wilson of Britain in 1963. In 1964, when he became the Prime Minister, he appointed Miss Jennie Lee, a minister of state for education, to work out the modalities for establishing the open university of Britain for the drop-outs to upgrade their knowledge and skills. According to Ajadi (2010), the British Open University, now Open University of United Kingdom (OUUK) was established in 1969 to provide life-long education and take care of those who were not admitted by the conventional university. It enrolled first set of students in 1971.

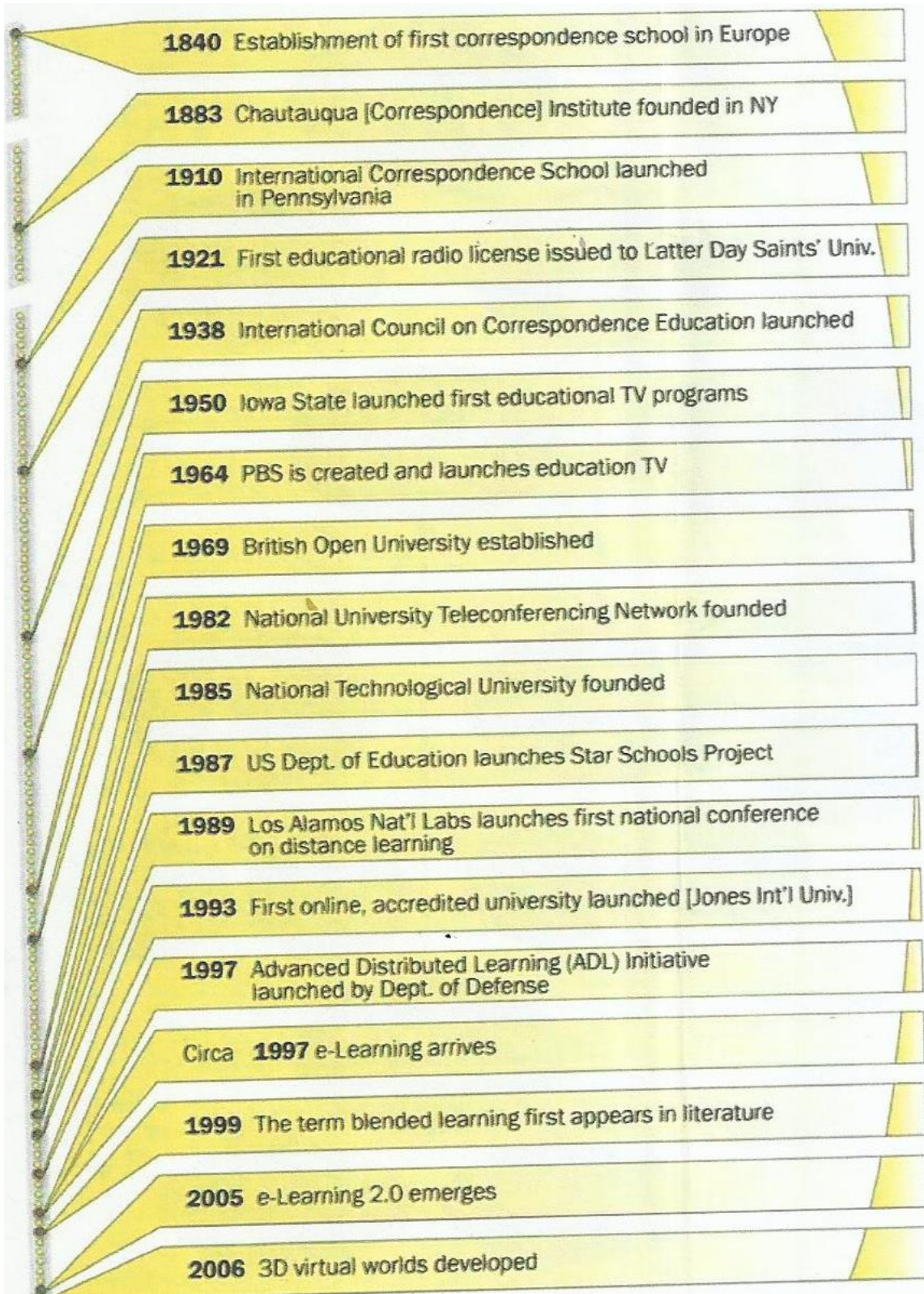
Success of the British Open University had a great impact on the general development of distance education as established by Ajadi (2010), Nasseh (1999) and Ambe-uva (2007). It really paved the way for the development of Open Universities in America and Japan (Ajadi, 2010). Nasseh (1997) also stated that Britain Open University brought a new vision of independence for distance education as distinct from traditional education and paved the way for the development this mode of delivery at global level. Similarly, it is established by Dodds and Frank (1994) that the success of Open University in

Britain from its inception in 1971 provided a model for the programme at university level and was emulated in the establishment of institutions such as Sukkhottal Thammathurat Open University in Thailand in 1978 and the Indira Gandhi National Open University in India in 1985. Among the universities that followed the suit of the British Open University were the Fern Universitat in Germany, Open University of the Netherlands, Universidad Nacionale de De Educacion Distancia in Spain, the Open University of Israel, Athabasca University, Universidad Nacional Abierta De Venezuela etc. The first United States Open University, New York Empire State College (NYES), commenced operation in 1971 (Gerrity, 1976) to make Higher Education Degrees more accessible to learners who were unable to attend traditional campus-based courses.

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The Historical Timeline of Distance Education at global level is as presented in the table below:

Table 2.1: Historical Timeline of Distance Education



Source: Jolly Holden and Philip J.L. Westfall (2000)

Distance education best practices manual (2003), <http://www.rdnewsman.Com/manual>, also established that the Calvert School, Baltimore, was the first elementary school to offer correspondence study in 1906. In 1920, the United States Marine Corps began drilling troops in correspondence course through the Marine Corps Institute, formerly Vocational Schools Detachment, Marine Barracks, and Quantico, Virginia. In 1934, University of Iowa was the first educational institute to broadcast via television.

Most developing countries adopted open universities to meet increased demand for higher education. Hence, of the 40 open universities in the world, more than 50% of them are found in developing countries. According to Reddy and Manjulika (2000), some of them have reached the mega university status, enrolling more than 100 thousands students annually. China Radio T.V University, China; and IGNOU (India) enrol more than 300 thousand students each annually. The other mega universities of Asia are Anadolin University, Turkey; Korea National Open University; University Terbuka, Indonesia; Shukothai Thammathurat Open University, Thailand and Payame Noor Open University, Iran (Daniel, 1996).

Holmberg (2005) attributed the establishment of distance education offering universities to the need felt in many countries to extend educational opportunities to adults with jobs, family and social commitments; the disadvantaged group; the need found in many professions for further training at an advanced level; a wish to support educational innovation; belief in the feasibility of an economic use of educational resources by mediated teaching. Keegan (1970) in NOUN (2000), attributed the improvement to the development of new communication technology, a growing sophistication in the use of printed materials, improved design of instructional materials, improved provision of support services for students studying at a distance, and the foundation in 1969 of the Open University of the United Kingdom at Milton and the subsequent foundation of a series of similar structures in both developed and developing countries. Having established that as from 1970's and 1980's, governments around the world began to see distance education as a potent tool for the achievement of national development goals, Calvert (2005) revealed that Commonwealth of Learning was established in 1988 to foster distance education cooperation and development in the Commonwealth member countries.

African countries, like the advanced countries, ventured into distance education programme and ICTS to boost overall enrolment in tertiary education and to reach students that are unable to attend conventional programmes (World Bank, 2002). Distance education at the post-secondary level in Africa dates back to 1873 when the Cape of Good Hope, now

University of South-Africa (UNISA) was established as an examining body. This university which was patterned after the University of London commenced distance teaching through a government decree of 1962 (Boucher, 1962 in Holmberg 2008).

Reddy and Manjulika (2000) stated that Harvard, Cambridge and Oxford Universities have adopted this flexible method of delivery in order to meet the new demands. Lentel, Jennifer and Routke, (2004) also revealed that ODL is adopted as a viable policy option for developing countries due to limited educational resources for buildings, books and trained teachers, seeking to increase accessibility for large number of prospective learners.

Osuji and Salawu (2006) outlined the enrolments and establishment dates of some open universities as follows:

1. Anadolu University of Turkey established in 1982 with a total students enrolment in Economic and Business Administration alone in 1992/93 totalling 470,072
2. Central National Eingsment Distance (CNED), France was established in 1939 with a total enrolment of 350,000 in 1995.
3. China Central Radio and T.V University (CCRTVU), China, was established in 1979 with a total enrolment of 330,400 in 1992.
4. Indira Gandhi National Open University (IGNOU), India, established in 1985 with a total enrolment of 600,000 in 1999/2000.
5. Korea National Open University (KNOU), Korea, established in 1994 with a total enrolment of 196, 175 in 1995.
6. Open University of UK established in 1969 with total enrolment of 200,000.
7. Sukhotal Thammathurat Open University (STOU), Thailand with total enrolment of 250,000.
8. Universidad Nacional Education a Distance (UNED), Spain, established in 1974 with a total enrolment of 133, 651 students in 1993/94.

Osuji, and Salawul further stated that other well-known Open Universities were established as follows: Allamal Iqbal Open University Islamabad, Pakistan established in 1974; The Open University of Israel established in 1974; Fern Universitat, Hagen, Germany established in 1975; Athabasca University, Edmonton, Canada, established in 1975; Universidad Nacional Abierta (UNA), Venezuela established in 1978.

For the sake of chronology, the outlined dates of establishment and enrolments of open universities as given by Salawu and Osuji are reproduced in table. 2.2 below:

Table 2.2 Establishment and Enrolment of Mega Open Universities

S/N	Institution	Year Established	Enrolment
1	Open University of U.K.	1969	200,000
2	Universidad Naccional Education Distance, Spain	1974	133,651 as at 1993/94
3	Allamal Iqbal Open University, Islamabad, Pakistan	1974	N/A
4	The Open University of Israel	1974	N/A
5	Fern Universitat, Hagen , Germany	1975	N/A
6	Athabasca University, Edmontou, Canada	1975	N/A
7	China Central Radio and Television University	1979	330,400 as at 1992
8	Anadolu, University, Turkey	1982	470,072 as at 1992/93
9	Indirah Gandih National Open University, India	1985	600,000 as at 1999 2000
10	Central National einsenemanta, France	1989	350,000 as at 1995
11	Korea National Open University	1994	196,175 as at 1995
12	Shukotal Thammathurat open University	N/A	250,000
13	Universidad Nacional, Abierta, Venezuela	1978	N/A

Source: Osuji and Salawu (2006)

However, the mega open universities identified by the International Council for Distance Education (ICDE) are: Open University of Sri Lanka, Dr Br Ambedika Open University, Hyderabad, India, established in 1982; University of the Air, Japan established in 1983; Dutch Open University, Netherland, established in 1984; Payame Noor University

of Iran established in 1987; Koto Open University, Rajastan India, established in 1987; Nalanda Open University, Bihaz, India, established in 1987; Ambedkar Open University, Gujarant, India, established in 1994; and National Open University of Nigeria (NOUN) established in 2003.

As at 2013, the enrolment figures of some world mega open universities is illustrated with the table below:

Table 2.3: Enrolments of Some Mega Open Universities as at year 2012/2013

Rank	Institution	Location	Founded	Enrolment
1.	Indira Gandhi National Open University, India	New Delhi, India	1985	3,500,000
2.	Anadolu University	Eskisehir, Turkey	1958	1,974,343
3.	Allama Iqbal Open University	Islamabad, Pakistan	1974	1,806,214
4.	Payame Noor University	Tehran, Iran	1987	818,150
5.	Bangladesh Open University	Gazipur, Bangladesh	1992	650,000
6.	Universitas Terbuka	Jakarta, Indonesia	1984	646,467
7.	Andra Pradesh Open University	Indian	1982	450,000
8.	National University of Distance Education	Spain	1972	260,079
9.	Open University	Milton Keynes, England, United Kingdom	1969	253,075
10.	University of South Africa	Pretoria, Gauteng South Africa	1873	250,000
11.	Korea National Open University	South Korea	1982	210,978
12.	Madhya Pradesh Bhoj Open University	Bhopal, India	1991	150,000
13.	National Centre for Distance Education	France	1939	120,000
14.	Shanghai Open University	Shanghai, China	1960	101,218

Source: Wikipedia, the free encyclopaedia, retrieved on 5/6/2013.

The existence of many distance learning universities shows that the programme has succeeded as a viable mode of educational offering (Ojokheta, 2000). Yet, according to Nasseh (1997), today, private and public, non-profit and for-profit institutions offer distance education courses from the most basic instruction up to doctoral level. Actually, research works have shown that over 10 million adults in the world take higher education courses at a distance annually, 10 million had done in-service educational training courses through the

programme and ten mass education institutions exist in China, France, India, Indonesia, Korea, South-Africa, Spain, Thailand, Turkey and the U.K. (Ademola, 2003). He gave the NUC Virtual Institute for Higher Education Pedagogy (VIHEP) as an example of several small scale distance education projects. This body, according to him, aimed at updating the knowledge and skills of the Nigerian Universities lecturers on a subject-matter using internet protocols as platform.

The Mega Open Universities opportune students to live outside their national borders. Therefore, many students of the Anadolu University, Turkey, live in Germany, European and Asian countries. The University of South Pacific students spread over 30 million km² and most of them embarked on studies at a distance. Of the 79,000 International Students in Australian Universities, nearly 16,000 were offshore campus, mostly Malaysia and Singapore. In 1998, the Open University of U.K. had 25,000 international students living in 94 different countries (Jurich, 2000). African Heads of States like Nelson Mandela, Robert Mugabe, Samorad Michael and Samuel Njovu graduated from UNISA (World Bank 2002). The UNISA has contributed to the emergence of many distance education throughout Africa and has assisted in developing the capacity of distance education experts across the continent (Aderinoye and Ojokheta, 2003).

Distance education, though, initially depended on printing press and postal services, later created an opportunity for a more systematic and flexible approach; it has provided learning opportunities for a wider range of people. At the global level, scholars such as Garrison (1993), Taylor (1999), Stephens (2010) Keegan (1982), Phips, Wellman and Merrisotos (1998), Ojokheta (2009) Holmberg (2003) traced its historical development. Garrison (1993 and Anderson (2000) established that it has transited through many technological advancement stages. They contended that the methods of delivery in distance education have led to the conception of the term 'generation of communication technologies with due consideration to their historical antecedents.

Based on technologies used, Bates (2005) and Peters (1994), see this mode of instructional delivery as print-based correspondence education which heavily relied on summative evaluation, the industrial mode which added radio and television and relied on division of labour to produce and deliver instructional materials. The mode which uses information and Communication technologies-CD-ROM and Web-based materials and interactions between tutors and students was employed by the British, Anadolu, Korea and Japan Open Universities.

Taylor (1999) however identified five phases of technological development in distance education as the correspondence; the multi-media, the flexible learning, the intelligent flexible learning and interactive multi-media. The five generations spanned by the evolution of delivery media in distance education identified by Taylor (1999) is periodically delineated by Stephens (2010) as follows: Correspondence (1883-1950s); Technology-enabled (1950s-1990s); E-learning (1995–2005); Electronically-Assisted Learning (1990 – till the time of this study) and Web 2.0 learning (2005 till the time of this study).

Based on Pedagogy, Dron (2010) identified three generations of distance education as Cognitive-behaviourist, Social Cognitive Constructivists and Connectivists. Cognitive behaviourists, based on the philosophy that learning means behavioural changes from learning stimuli, advocated for the computer-assisted instruction. Social Constructivists promoted by Vygostky and Demen focused more on learning instead of teaching. It emphasized student-tutor and student-student interactions. Connectivists pedagogy emphasized the learner's ability to actively participate in networked communities. This is based on learner-centred assumption of the construcyivists model of learning.

2.2.3 Evolution of Distance Education Programme in Nigeria

Distance education in Nigeria dates back to the traditional society when communication took place over a distance through the medium of criers and talking drum. Ambe-Uva (2007) established that some Northern Emirs who were opposed to the colonial rule and domination of their territories by the British were banished to Lokoja. The Emirs, to the amazement of the colonialists, then used distance education method to keep in constant touch with their subjects. Among the deposed Emirs who perfected the mode of traditional distance learning were the late Emirs of Bida, Mallam Mohammad Bashir, who was deposed in 1901; the Emir of Zaria, Mallam Aliyu Danside, and Emir of Kano, Mallam Aliyu Abdullahi; who was deposed in 1903. These Emirs were all buried in Lokoja (The Comet, 2002). The Federal Government of Nigeria, in 2002, therefore, singled out the town for the opening ceremony of the National Open University of Nigeria (Ambe-Uva, 2007). Furthermore, Okunade (2015) stated that even many Nigerians benefited and had their foreign qualifications (Ordinary and Advanced levels) and universities degrees through correspondence courses, without leaving the shore of Nigeria. What is new, according to him, is the mechanism for facilitation.

Adelakun (2010) established that distance education in Nigeria evolved in stages from the colonial period through the period of independence to the contemporary period. Adekanmbi (1992) categorized its development in Nigeria from 1927-1987 as period of foreign-based correspondence colleges (1940-60), local correspondence colleges that engaged in the preparation of students for post primary and other professional examinations (1960-73) and Correspondence or distance learning centres of various universities, colleges and statutory bodies. Yet, incomplete is the evolution of distance education in Nigeria without mentioning its first forty years (1887-1927)

Formal distance education began in Nigeria in 1887 with the introduction of correspondence education as a means of preparing candidates for the General Certificate of Education, a prerequisite for London Matriculation Examination (Aderinoye and Ojokheta 2004, Ambe-Uva 2007 and Adelakun 2010). Thus, the programme commenced precisely forty- five years after the introduction of western education by the missionary bodies in 1842. According to Bell and Tight (1999), the University of London has been termed the first Open University. Because of this, more students within the British Empire and its dominions sought tutorial support to supplement the bare syllabus they received on registration wherever they lived. Nigeria was not left out of the opportunities provided by the University of London. Aloba (2003) stated that as far back as 1887, the University of London has extended to Nigerians facilities for non-university based candidates to take examinations leading to B.A., B.Sc., LL.B., M.A., LL.M and Ph.D degrees. In the same vein, Omolewa (1976) cited by Aderinoye and Ojokheta reported that records showed that some Nigerians as far back as 1887 enrolled for the first time in the University of London Matriculation Examination through correspondence. Oladeji (2000), however, stated that correspondence education was also used as a means of preparing Nigerians for qualifications lower than university education degrees. London Matriculation Examinations was later replaced with Higher School Certificate (HSC) that was abrogated and replaced with the General Certificate of Education (GCE) Examination. Nigerians, according to Adelakun (2010), opted for distance education due to the absence of degree awarding institutions then in the country and inability to pay the huge bill involved if they were to travel abroad to get their educational mission accomplished.

As revealed by Aderinoye and Adelakun (2010), Eyo-Ita, and Hezekiah Olagunju Oladipo Davis passed the London Matriculation Examinations. Later, Emmanuel Odukoya Ajayi, and Alvan Ikoku bagged the University of London degree in philosophy in 1927 and 1929 respectively and Josiah Soyemi Ogunlesi obtained a degree in philosophy in 1933.

Other beneficiaries mentioned by Aderinoye (1995) are S.O. Adebo, A.T.O. Odunsi, A.Y. Eke, Sofola O. Chukwura, M.A. Adeyemo and Adamolekun who in 1939 bagged B.A. Hons in English. Also, the academic staff of the University College Ibadan acquired the higher degree of the University of London as distance learners. Among the staff of the University of Ibadan that passed through distance education included Professor. Dele Braimoh, an expert in open and distance education and former UNESCO Chairperson of ODL in the University of South-Africa (DLC, 2015)

Distance education programme contributed immensely to the productivity of the beneficiaries who were staff of the St. Andrews Teachers' College, Oyo (Aderinoye, 1995). Ojokheta (2000) however revealed that the assistance provided between 1950 and 1960 by the British Correspondence Colleges, such as University Correspondence College, Wolsey Hall, and Rapid Result College, enhanced successful performance in the examinations. The tuition which originated from these colleges assisted in preparing most private students for the GCE O/Level/ and A/ Level examinations and RSA examinations (Ogunseye, 2013) Omolewa (1987) stated further that having achieved success in bagging a degree programme, these graduates established evening classes, continuation schools, remedial education institution, correspondence colleges and local learning centres to prepare early learners and teachers for further education by part-time study. Aderinoye (1995) however asserted that the yearning for higher education led to the establishment of the first correspondence college, the City Correspondence College in 1943. Having declared that the efforts of Mr G. Cooker of the City Correspondence College, Lagos, to prepare Nigerian students for the London and Cambridge matriculations in art subjects short-lived, Adekanmbi (1992) attributed this to inability of local institutions to meet the growing need of Nigerians for higher education due to very low admission rate.

At independence, the urge to train teachers to meet the post-independence expansion in the educational service prompted private bodies, universities and institutes to embark on distance education programme. As asserted by Adekanmbi (1992), 1960 - 1973 witnessed the growth of many local correspondence colleges and foreign college activities. The National Correspondence College and the Pacific Correspondence College, Onitsha, and Exam Success took the lead. In 1964, the National Pacific Correspondence College and The Pacific College were respectively founded in Aba and Onitsha. The Exam Success was founded as a private institution by Mr T.A. Okuador in 1967 (Adekanmbi, 1992). The College offered courses by correspondence to early school leavers so as to improve themselves by later enrolling in various public examinations. Apart from the fact that the

college served as the secretariat of the meeting of the National Association of Accredited Correspondence Colleges in Nigeria, some of its former teachers like Mr Dagunduro left the college to establish Laswell Correspondence Coaching Classes in Ibadan in 1978 (Adekanmbi, 1992). The Federal Radio Corporation with the Headquarters formerly in Ikoyi, Lagos was established under the auspices of the Ford Foundation in order to provide educational broadcasting service based on the national guideline of the curriculum (Omolewa cited in Adedokun 2010).

Furthermore, Adedokun (2010) asserted that the desire of Nigerians for further education gave rise to the emergence of correspondence courses which became more organized colleges such as Rapid Result College. It arranged for and gave tuition to desiring students and prepared them for various university examinations. In the same vein, Oladeji (2000) identified the notable government approved private distance education offering institutions as Rapid Result College, Lagos; Confidence Correspondence College, Lagos; Plateau School of Accounting and Management Studies, Jos; CETO Correspondence College, Lagos; Pacific Correspondence College, Onitsha; Progressive Management Correspondence College, Warri; Universal College of Technology, Ile-Ife; and Hallmark Correspondence College, Lagos.

Adekanmbi (1992) though stated that local correspondence colleges were not successful until the 1960s. According to UNICEF (2010), by the close of 1960s, many correspondence colleges emerged to assist many young people to pass secondary school level examinations for admission into tertiary institutions. He further established that Mr Ajayi revealed that most of the correspondence colleges in operation had enrolment figure lower than 5,000 between 1967 and 1977. However, the enrolment figure of the Exam Success rose to 100,000 between 1967 and 1977 students for basic studies. Between November 1977 and June 1981, it enrolled 74, 997 students excluding 9,733 that enrolled in the professional, 2104 enrolled for college diploma as follows: 3,099 Army, 1602 Air Force, and 127 Navy in 1979.

Adekanmbi (1992) however established that the problem of getting foreign exchange and cost of books led to the decline of foreign correspondence colleges, while the local correspondence colleges were sent parking with the establishment of more schools, change in the secondary school examination years, introduction of the 6-3-3-4 system, emphasis on continuous assessment etc.

The Ashby Commission which was set up in 1959 to look into the possibility of maximum potentials of educational television and the general use of the broadcast media had

a far reaching effects on distance education practice. According to Abiri (2010), it provided the basis for ODL in Nigeria in two of its recommendations to the University of Lagos. Apart from recommending increase of extension services through Extra-Mural Departments, providing sandwich courses, evening classes and correspondence courses leading to degrees, the commission also recommended the setting up of a non-residential university in Lagos with diversified courses in both day and night classes and department of correspondence courses.

Nonetheless, the Ahmadu Bello University, Zaria, set the pace with the Correspondence and Teachers in-Service Programme (Adelakun, 1998). This programme was originally organized and sponsored by the Ministry of Education of Northern Nigeria in 1962 to provide manpower need and to reduce shortage of trained teachers. But after a poor start, it was re-launched with more success in 1967 (Bakk and Rumble 1993 cited by Adelakun 2010). Similarly, the International Correspondence Institute, Jos, founded in 1967 by the Division of Foreign Mission of the Assemblies of God, offered correspondence courses in evangelism and instruction. Under the headship of Professor J.F. Ade-Ajayi, the University of Lagos established the Correspondence and Open Studies Unit (COSU) in 1974. This later became Correspondence and Open Studies Institute (COSIT) in 1983. In keeping with the various restructuring measures and to reflect the Distance Learning Philosophy, the name “COSIT” was changed to Distance Learning Institute (DLI) in 1997 (DLI, 2014). Other open and distance learning institutions established in Nigeria in quick succession as from 1974 include the Ahmadu Bello University’s Teachers In-service Programme (TISEP), the National Teachers’ Institute established by the Federal Government in 1978, the External Studies Programme (ESP now DLC) established by the university of Ibadan in 1988, the university of Abuja Centre for Distance Learning and Continuing Education which came into being in 1992, the Obafemi Awolowo University Centre for Distance Learning, established in 2002, and the National Open University which was re-opened as the National Open University of Nigeria (NOUN) in 2002.

The middle level teachers prepared through the Ahmadu Bello University TISEP for Nigeria’s primary school at the end of the programme sat for Grade II or Grade III Teachers’ Certificates (COL, 2001). Sequel to the announcement of the then Head of State, General Yakub Gowon, in 1974 that the Government would introduce Universal Primary Education in 1976, the NTI was specifically established by the federal government by Decree No. 7 of 1978 to offer distance education courses for under-qualified teachers (COL, 2001). The body offered the Teachers’ Grade Two Certificate, Nigeria Certificate in Education and the

Pivotal Teacher Training Programme. The NTI introduced the NCE by distance learning in 1990 to prepare qualified teachers for the Universal Primary Education programme and the Universal Basic Education introduced in 1999. The NTI's programme was rated by the Commonwealth of Learning (2001) as the only distance education programme with a large scale enrolment outside the university system. Also, External Studies programme (ESP) later Centre for External Studies was established by the University of Ibadan's Senate in 1988 to upgrade NCE holders to full-fledged University degree holders.

The Ashby Commission Report of 1959, though, made recommendation for the incorporation of Correspondence Education into the programme of the University of Lagos, government support for this mode of educational delivery manifested in the various editions (1977, 1981, 1998, 2004, 2008 and 2013) of the National Policy on Education, establishment of the NTI and NOUN, various workshops and quality control measures embarked upon by the NUC. The 1977 edition of the policy document made provision for access to universities through correspondence courses and work and study programme. The 1998 edition stated that after junior secondary education, an individual shall be able to choose between continuing his full-time studies, combining work with study, or embarking on full-time employment without excluding the prospect of resuming studies later on official commitment to finding a flexible and more effective mode in meeting set goals being sustained by successive government led to further review of the NPE, resulting in an expanding role for open and distance education (Adesina, 2015). Therefore, as from 2004, open and distance education was incorporated into the National policy on Education. This edition specifically described ODL as a means for achieving lifelong education.

The University of Nigeria Nsukka in 1981 could not implement her correspondence education programme for residence-based students because the Open University Act which subsists in the Law of the Federation of Nigeria (1980) volume XVII did not become effective until 22nd July, 1983. According to Amali (2010), this Bill that had been passed by the House of Representatives since 16th July 1981 during the Second Republic, under the Presidency of Alhaji Shehu Shagari, was turned down by the upper senate in September 1981. The Bill was however passed after 19th months on 20th April, 1983. Professor G.J. Afolabi, the first chairman of the planning committee set up in 1979, became the first Vice-Chancellor. However, on 7th May, 1984, the National Open University was suspended. The then military head of government, General Muhammad Buhari, attributed the suspension to the inability of the government to provide adequate infrastructure. This act, according to

Ambe-Uva (2007), makes Nigeria to lag behind other African countries like South-Africa, Tanzania, Zimbabwe and Kenya in distance education practice.

The period 1974-1987, according to Adekanmbi (1992), marked a turning point in the transition of correspondence education in the country. He stated that the foundation for such transition may not have been fully laid; it saw the emergence of variety of institutions, the general rise in the number of clientele and teaching on the part of this non-traditional area. The major development, according to him, after 1987 was the emergence of the University of Ibadan External Studies Programme, University Abuja Centre for Distance Learning, Commonwealth of Learning, the influx of satellite systems and computers. Calvert (2005) established that the Commonwealth of Learning was established in 1988 to foster distance education cooperation in the countries of the Commonwealth.

Arikpo and Ojuah (undated) however established that the general condemnation of the abuse suffered by distance learning students in the mid-20th and early part of the 21st century prompted the federal government to close down the satellite campuses and put up effective regulatory framework. Aderinoye (1991), however, revealed that the National Open University which reincarnated as the University of Abuja was opened in 1988 with distance learning centre as one of its units. This University, according to Adedokun (2010), embarked on distance learning programme to cater for the educational needs of the inhabitants in and around the Federal Capital Territory and other states of the federation. Furthermore, the National Commission for Mass Literacy, Adult and Non-Formal Education was established in 1990 to develop and disseminate teaching materials on distance education programmes aimed at primary school leavers as well as mass literacy, adult and non-formal education personnel. The Nigeria Open and Distance Education Network (NODEN) was also established in 1992 to further the growth of open and distance education. The director of the NTI was appointed as the Chairperson.

The federal government's plan towards the development of distance education in Nigeria led the Special Adviser on Education and the Federal Ministry of Education to organize a workshop with the theme 'Towards Evolving a National Policy on Distance Education in Nigeria'. The workshop took place at the ECOWAS Secretariat, Abuja, between 27th and 30th September, 2000. The aftermath of the workshop was the collective affirmation that 'Distance Education Delivery System is critical to educational development in Nigeria. This led to the enactment of the National Policy on Open and Distance Education, training of teachers to support the Universal Basic Education, establishment of National Virtual Library and re-opening of the National Open University of Nigeria.

For implementation, the draft policy prepared at the September 2000 national workshop was widely circulated for comments and revised in line with suggestions for improvement. It was later forwarded to the National Council on Education (NCE) through the Joint Consultative Committee on Education (JCCE) for approval. Eventually, the Distance Education Coordination Unit in BACAA branch of ESS department of the Federal Ministry of Education was assigned to coordinate implementation (COL, 2001). The National Policy on Distance Education which eventually emerged in line with the theme of the workshop was incorporated as section 9 of the National Policy on Education (2004). The objectives of open and distance education were listed in Section 6 of the 2013 edition of the policy document as to:

- a. provide more access to quality education and equity in educational opportunities.
- b. meet special needs of employers and employees by mounting special courses for their employees at their workplace.
- c. encourage internationalization, especially of tertiary education curricula.
- d. ameliorate the effects of internal and external brain-drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work, and
- e. encourage life-long learning opportunities.

Expressing the importance of the policy, Adesina (2015) described its incorporation into the National policy on Education as a confirmation of the government's desire for increase of access to education. After the reactivation of the Bill that was passed in the year 2001, President Olusegun Obasanjo formally launched the academic programme of the National Open University of Nigeria (NOUN) on October 1, 2002 (Amali, 2010). COL (2001) sees this act as a renewed government commitment towards the development of distance education programme. NOUN (2014) describes it as the focus to make education available to as many people who have the ability and desired to benefit from the quality education provided through flexible and affordable distance learning. In the same vein, Osokoya (2008) asserted that the National Open University of Nigeria (NOUN) was resuscitated to provide expanded access to university education through a distance learning mode that is flexible, cost effective, affordable and open for qualified candidates who could not attend the traditional universities. As indicated in the 2014 edition of the NOUN handbook, as at 2014, the National Open University of Nigeria had 53 study centres across the six geo-political zones of the country. Seven of these centres are specially established for the Air force,

Army, Immigration, Prison Services, the Nigerian Security and Civil Defence Corps, the National Union of Road Transport Workers (NURTW) and Nigerian Navy.

The University of Ife, now Obafemi Awolowo University, initially designed her Law programme as evening classes for working adults who did not reside on campus. However, the Centre for Distance Learning of the institution was established in August, 2002 to provide qualitative tertiary education via open and distance learning mode (Webmail/About OAU/Admin Retrieved Friday 05/10/12).

As stated in the National Policy on Education (2004), Section 9 (93), in pursuance of the goals of open and distance education, the federal government shall encourage and regulate the practice in Nigeria; establish an advisory body on the practice of ODL, among others. To this effect, the National Universities Commission (NUC) was appointed as the regulatory body for open and distance education. However, based on the commission's (2009) situation analysis of the state of ODL in Nigerian University System, the stakeholders generally observed that the practice of the programme by dual-mode universities was deficient as they are transiting from the running of part-time/sandwich courses to distance learning. Therefore, to inject sanity into the operation of this system of educational delivery in Nigeria, in the same year, the NUC came up with the "Reviewed Guidelines on Open and Distance Learning Institutions in Nigerian Universities". This comprised specific and general guidelines. The former include eligibility to offer degree programme by ODL mode, scope of activities (approved academic disciplines), entry requirements of students, and nature of the programme. The latter however embraced philosophy, objectives, curriculum, pedagogy, learning resources, evaluation and assessment, staffing, academic learner support, information, advice and counselling, administration and efficiency.

Based on the laid down guidelines, the institutions that were initially accredited by the NUC to offer ODL at diploma, undergraduate and postgraduate level are: the National Open University of Nigeria; University of Lagos Distance Learning Institute (DLI); University of Ibadan Distance Learning Centre (DLC, U.I); University of Abuja Centre for Distance Learning and Continue Education (UNIABUJA CDLCE); Obafemi Awolowo University Centre for Distance Learning (OAUCDL); Centre for Distance Learning, University of Maiduguri (CDL Unimaid) and Centre for Distance Learning, Federal University Technology (Yola ODUFUTU).

The NUC guidelines, no doubt, have a far reaching positive impact on distance education practice in the country. According to Okunade (2015), with the guidelines, it is

easier to establish a conventional university than a distance learning centre. He stated further that the implementation of distance education programme have sanitized its provision in the country, created a widespread awareness and prompt development of the platform in the six accredited dual-mode institutions. Distance education started as “Sandwich Programme”, usually taking place during the long vacation of primary and secondary schools. Prior to the long vacation, distance learners were provided course materials to study ahead, after which they meet during the long vacation for intensive tutoring and examinations. Rather than utilizing the limited contact period for face-to-face maximally, students mostly depended on the course materials (Omoniyi, 2004 in Omoniyi, 2006).

Furthermore, on 26th July, 2011, the NUC, in pursuance of the mission and vision of quality assurance, established the department of open and distance education to:

1. promote and coordinate the orderly mainstreaming of the open and distance learning mode of delivery university education in Nigeria.
2. set and regulate the standard of open and distance learning practice in the Nigerian university system (NUS) in line with guidelines of open and distance learning in Nigerian universities.
3. advise the federal government of Nigeria on the desirability and conditions for the establishment of degree awarding ODL institutions and academic programme in Nigeria.
4. facilitate and strengthen the development of institutional and professional capacity for sustainable development of the ODL mode in the (NUS).
5. collaborate with appropriate department in the commission to ensure the delivery of quality university education by the ODL mode.
6. liaise and collaborate with appropriate institution in the public and private sectors within and outside Nigeria to ensure that the standard of ODL programme and practice in NUS are consistent with global best practice, and
7. engage in any other activities that will facilitate the optimization of the ODL mode in enhancing access to quality university education in Nigeria (NUC),

Distance education which began in Nigeria in 1887 as correspondence programme, metamorphosed from foreign-based and local private correspondence colleges to distance learning centres of various universities and progressed to a full-fledged modern day-technology facilitated, flexible, learner-driven and self-directed learning. Hence, NOUN (2013a) concluded that as long as there is unsatisfied demand in higher education provision

in Nigeria, as long as information technology continues to revolutionize teaching and learning and as long as the drive of every modern society is to build an economy that lay emphasis on knowledge and information acquisition, there is prospect for distance education in Nigeria.

2.2.4 Policy and Management of Distance Education Programme in Nigeria

Policy is a plan of action agreed upon or chosen by a political party, a business etc. It is also described by King, Nugeni, Eric, Milnek and Russel as written course of action (e.g. statutes, institutional mission, procedures, guidelines or regulations) adopted to facilitate programme development and delivery in distance education. However, NOUN (2013a) established that policy formulation remains a key component in the management of the programmes and that for effective management of distance education institutions, policies must be clearly and carefully formulated on academic components, fiscal, geographic, faculty, legal, student support services, technical, and mission /philosophy of the institution.

ODL policy guidelines in Nigeria are entrenched in section 9 of the National Policy on Education (2004) as well as the NUC (2009) guidelines. Having recognized the place of the programme in achieving life-long education, it is stated on page 3 of the 2004 edition of the policy document that life-long-education shall be the basis of the nation's education and that after junior secondary an individual shall be able to choose between continuing, full-time studies, combining work with study or embarking on full-time employment with the prospect to resume studies later on.

Like the conventional undergraduate programme, the management and control of distance education is both internal and external. At the internal level, centre directors are responsible to the management of each university with the Head of Government as visitor. The Governing Council is at the apex of the management structure headed by the Pro-Chancellor/ Chairman of council. The council is charged mainly with policy formulation, staff development, budget approval and liaison activities with the proprietor of the university, i.e. the government. This is followed by the management team or principal officers of each institution headed by the vice-chancellor (Ekundayo and Ajayi, 2009)

At the external level, the control is carried out by Federal Government through the NUC, a unit of the Federal Ministry of Education, charged with the co-ordination of university management in the country. The body has control over federal, state and private

universities with regards to accreditation of courses, approval of courses and programmes, maintenance of Minimum Academic Standard (MAS), monitoring of universities, providing guidelines for the establishment of universities, deterrence of the establishment of illegal campus and implementing appropriate sanctions (Akinyemi, 2013).

Single-mode distance education institutions are managed differently from dual-mode institutions. Also, managing programmes that involve a combination of printed materials, face-to-face instruction and broadcast requires more complex organizational structure than focusing on print alone. Managing a distance education programme, according to World Bank (2002), often involve crucial decision related to the cost of creating courses, selecting technology for course delivery, costing and planning skills rarely required of administrator of conventional educational programme. This is corroborated by Holmberg (2008) that the organization found practical in the conventional universities are to a very limited extent suitable for distance education.

In the same vein, Moore and Kearsley (2007) asserted that as distance teaching differs from traditional classroom teaching, so also is the administration. The variances, according to them, involve development of materials in term of time and budget, type of employees involved (instructional designers, tutors and telecommunications, policy for teaching staff workload compensations and media design) procedures for students' registration, grading and support. However, the policy guideline on internal organization and administration as contained in section 8 subs - section 63 on page 31 of the national policy on education (2004) permitted internal organization and administration of each institution as well as academic freedom to select students, appoint the staff, teach, select areas of research and determine the content of course

The NOUN and conventional Universities are differently managed. The former has study centres being coordinated by managers who perform some of the functions of the headquarters and partly because cooperative works are more pronounced (Ajadi, 2007). The activities of NOUN being directed centrally include admission, registration, examination, and employment (except the employment of junior officers between salaries grades 1-5 at the study centre level, payment of salaries and wages and course materials development.

The organizational pattern and functioning practices of ODL institutions, according to Ipaye (2007), depend on the philosophy underlying the establishment, economic restrictions, societal demand, political dictates and institutional control. He observed that once a university decided to go dual, the institution used to designate a DE unit to screen interested department for eligibility. At the University of Ibadan, virtually all departments in

the faculty of agriculture made their programmes available for DE, only department of statistics joined in the faculty of Science, while four and three departments respectively joined in the faculties of Arts and Social Sciences. The coordinator is usually appointed for the DE unit from any of the participating faculties as automatic member of the Board. The unit itself is organized into departments and sub-units to oversee different functions and activities. The director who is answerable to the senate of the university is supported with a senior administrative officer and senior bursary staff to be in charge of the registry and finance section of the DE unit. (Ipaye, 2007).

Adelakun (2010) observed general poor administration of DE programmes in terms of policies, monitoring and finance. According to him, DE providing institutions operate their programme as an estate to increase internally generated revenue. Having emphasized organizational commitment as a necessary ingredient for successful distance learning, Stephens (2007) recommended that institutions should establish policies and infrastructures (including processes for continuous improvement) to maintain high quality and shift the focus of educational efforts from traditional concern for teaching to broader conception of instructional methods.

The four areas of ODL management identified by Kanshik, Gang and DiKshit (2006) are management of academic, human resources, administrative sub-system and financial resources. Similarly, NOUN (2013a), identified the areas of policy formulation in distance education practice as Academic, Physical, Geographic, Governance, Faculty, Legal, Student Support services, Technical, and Philosophical / Mission Policy.

2.2.5 Open and Distance Education Practice in Nigerian Universities

Braimoh (2015) conceived open and distance learning practice as the educational delivery through non-conventional face-to-face method but with similar and practical goals as those of the on-campus full-time. Adelakun (2010), however, established that distance learning practice can be discussed using a wide range of indices such as policy statement, objectivity, curricular and institutional offering, students support services, study centre, staff and management/administration. In the same vein, NOUN (2013a) stated that conditions for effective practice of distance learning in Nigeria are institutional support, pedagogy design and delivery, learner, technological, faculty and staff supports as well as evaluation and review. The findings of Hope (2005) also reveals that the success of dual-mode distance

education lies in the organizational culture, programme planning and development, teaching, learning and student support , planning and management of resources.

According to NOUN (2013a) by operational modality, distance education providing institutions in Nigeria are classified into single and dual-mode. The former refers to the institutions that are independent, dedicated and autonomous in their operation, while the latter are those that have distance education integrated with the conventional programme. The NUC (2009) guidelines identified the six accredited dual-mode universities with limited capacities to deliver degree by distance learning in addition to the conventional face-to-face mode as the University of Lagos Distance Learning Institute (DLI); the University of Ibadan Distance Learning Centre (DLC); the University of Abuja Centre for Distance Learning and Continue Education (UNIABUJA CDLCE); Obafemi Awolowo University Centre for Distance Learning (OAUCDL); Centre for Distance Learning, University of Maiduguri; and Centre for Distance Learning, Federal University of Technology (Yola CDLFUTY)

Smith (1984) cited by Bernath (2003) established that dual-mode of educational delivery began in Australia. Also, COL (2001) stated that distance education is located within dual-mode system as a second best option and a means of generating income. Its finances are managed by the central institution, and its units tend to rely heavily on writers who are already employed as full-time lecturers. Yet, Hope (2005) stated that it is unlikely that any prescriptive best practice framework can be applied to all situations. In all cases studied by him, the influence of the existing institutional culture emerges as a significant factor in the effective implementation of dual-mode delivery.

DLI had nine study centres in Lagos, Ilorin, Kano, Kaduna, Abuja, Owerri, Enugu, Ife, Benin and Akure. The principal models of instruction employed by DLI are:

1. Correspondence course materials prepared by a subject specialist and distributed to the learners through the study centres after the materials have been edited, moderated and published.
2. Face-to-face contact session which is sub-divided into the induction course, long vacation course, study centre meeting, week-end seminars and the period of practical field work.

Broadcasting on radio network, according to Aderinoye (1995), is an important element of the media support services of the correspondence and open studies unit of the University of Lagos. DLI effectively engaged the services of Federal Radio Corporation of Nigeria to broadcast and popularize the academic activities of the institution throughout the country. The Federal Radio Corporation of Nigeria (FRCN) allocated 3 days of 15 minutes slot per

week between 10-15 P.M.-10-30 P.M. on Mondays, Tuesdays and Fridays. The instructional strategy adopted by the UIDLC was multi-media, with fully print-based correspondence course materials and occasional face-to-face lectures at study centres. The materials are written by lecturers teaching same courses to conventional students. The distance students were then expected to have a face- to -face contact sessions at weekends at the study centre for at least twelve weeks before a two-week intensive tutoring session at the parent institution at University of Ibadan (Ojokheta)

Despite the adoption of distance education as a policy option by the federal government of Nigeria to widen access to university education, the situation analysis of the programme carried out by the National Universities Commission revealed that the practice by dual-mode Universities is deficient as they are in transition from the running of part-time sandwich courses to distance learning. Also, though, learner support services is the backbone of distance education practice, Ipaye (2007), observed that they are hardly available in most conventional universities. They become dual without seeing the need for them in the distance education format they introduce.

Furthermore, Ramoni (2000) observed that the use of appropriate information and communication technology is lacking in contemporary distance learning programme in Nigeria. This view is corroborated by Adedokun (2010) that existing literature (Adekanmbi 1992, Igbafe 2001, Osuji 2005) has shown that Distance Learning Institute (DLI) of the University of Lagos, National Teachers' Institute (NTI), Kaduna, and the Distance Learning Centre of the University of Ibadan, depended on the use of print to deliver instruction. However, according to Omoniyi (2006), the Federal Government of Nigeria has granted the University of Lagos radio (UNILAG F.M Academic) license to be transmitting daily on 103.1 F.M. (DLI, 2003).

Lending credence to the fact that open and distance learning institutions in Nigeria depend mostly on print media is the practice in both the single and dual-mode Universities. According to Ipaye (2007), most Universities embarked on part-time studies, pseudo-distance teaching or distributed learning. Instructional materials are provided to the students where available and some six to ten weeks block period is devoted to residential tutoring during the long vacation like the regular studies. He further stated that some Universities scheduled DE programme into contact sessions with specific recommended load. He also observed that many of the Institutions have no customized study materials for DE programme but, rather depend on some prescribed textbooks as conventional on-campus students.

The failure of distance learning institutions in Nigeria to employ modern technology for instructional delivery is however attributed by Jegede (2002) to low penetration of the internet estimated to as low as 15 percent and limited access to computer. Similarly, Adalakun (2010) attributed the continuous usage of print to the neglect of other media to the fact that print media are relatively cheaper to produce, prevalent of computer illiteracy, conservativeness of distant teachers on the use of electronic media in ODL, delinquency in the supply of electricity, easier production of print learning packages and prevalence of face-to-face contact in learning centres.

Adalakun (2010) noted that ODL practice in the country is characterised with poor administration in the areas of policies, monitoring and finance. Yet, COL (2001) observed strong central government commitment and growing institutional commitment to distance education. It is noted that, despite infrastructure problems, Nigeria's national infrastructure for distance education is reasonably robust relative to other countries in Sub-Saharan Africa.

Nakpodia (2010) identified the problems and barriers encountered by distance learning students as costs and motivators, feedback and teacher, student support services, isolation, lack of experience and training etc. Similarly, Nwaocha (2008) that absence of specialist computer teachers to teach the practical aspects of computer skills coupled with non-availability of computer and allied tools at the centre actually militate against the goals and objectives of ODL in Nigeria. Adalakun (2010) in the same vein observed that effective practice of distance education has been hindered by poor funding from the government. According to him, distance learning institutions have to rely on tuition fees paid by distance learners to survive and in most cases this has constituted their Internally Generated Revenue (IGR).

Aguna (2006) in Mbano (undated) observed that inadequate planning, late production of course materials, and non-utilization of experts in the field of educational administration and planning are affecting the proper implementation of the ODL programmes. COL (2001) also established that the number of students that benefit from distance education in Nigeria is statistically very low as compared with those that attend conventional university. COL (2001), however, observed the encouraging aspects of distance education practice in Nigeria as the tradition of developing materials at tertiary level; readiness of the academics for peers review of their works, insistence of authors on copyright; learner support services, administration; promising course writing and delivery system.

The issue of statistically low beneficiary of distance education mentioned above can be attributed to late commencement and poor awareness of distance education programme,

suspected low quality learning, fewness of institutions accredited to provide the programme. The conventional undergraduate programme dated back to 1948 when the University of Ibadan was established. Distance education programme in Nigeria universities began in 1974 when the University of Lagos established Correspondence and Open Studies Unit (COSU). Thus, undergraduate distance education programme commenced in the country's varsities precisely twenty-six years after the commencement of the University of Ibadan.

This unit has depicted that, achievement of the goals of distance education in Nigeria is elusive unless the institutions embark on full-fledged practice, employ the use of appropriate information and communication technology, improve on administration, monitoring and finance, motivate the students with interactive materials and prompt feedback.

2.2.6 Instructional Technology and Media in Distance Education

The importance of instructional technology to distance education practice cannot be over-emphasized. This is expressed by Braimoh (2015), Adekanmbi (1992), Adeosun (2015) and COL (2001). Braimoh (2015) stated that technology enables individuals to gain access to education, information and resources, anywhere, place and time. The increase in information and communication, according to (COL, 2000), as they are applied to educational process, has created a new set of students, who are not merely restricted to the brick and mortar classroom (Ojo, Ogidan and Olakulehin, 2000). Adekanmbi (1992) asserted that media are the materials and equipment used in communicating didactic information between the tutor and learner in distance education, while Adeosun (2015) stated that technological infrastructures should include adequate internet bandwidths and effective internet access such as functional workstation, instructional website and internet server portal.

The emergence of computer-network communications in the 1980s and 1990s, and recent technological advancement in the areas of video transmission, e-mail, the internet as well as the World Wide Web greatly influenced tutor-students interaction in distance education. Many people gained access to computer-linked telephone lines. With the use of computer conferencing on the World Wide Web, tutors and students present text, pictures, audio, and video. File sharing and communications tools like e-mail, chats and audio and video conferencing are integral to the Internet mode. Despite the initial pessimism in U.S.A. Holmberg (2008) revealed that with the introduction of Information and Communication

Technology that enhanced online communication, many distance learning and virtual universities emerged all over the globe. These institutions employ the internet to deliver classes and seminars. Thus, they conduct teaching-learning majorly online to opportune students whose computer system meets technological requirements of the institution to earn certificate.

There are now virtual universities which are fully online e.g. Michigan Virtual University (Olayinka, 2015) The U.S. Centre for Education Statistics reported that about 75% of public 4-year institution and 62% of public 2-year institution offered DE courses in 1997-98 with more than 1.66 Million enrolments in more than 54 distance education courses. Technologies with higher fixed costs and lower variable costs such as radio can be inexpensive if they serve large numbers of students and recurrent costs are managed. Studies have shown that Interactive Radio Instruction (IRI) in primary schools can deliver learning more cost-effective than textbooks or increased teacher training. Technologies with higher variables cost such as personal computers, may increase quality but are unlikely to bring any cost advantage (Holmberg, 2008).

Ameritech (1996) and Porter (1994) contended that 'as resources shrink and learning requirements expand, many educational institutions depend on communication technologies, such as distance learning to enhance the effectiveness and efficiency of education. Morrison (1996) also asserted that telecommunications software and internet have eliminated walls and boundaries in distance education. He stated that 'an increasing number of students want and need non-traditional, flexible schedules. Porter (1994) also emphasized enhancement of independent learning materials through the use of interactive communication technologies and tutor mediation. Omoniyi (2006) also mentioned that effective use of technology can decrease interpersonal relationship and create comradeship and intimacy among students.

On the other hand, instructional media refers to various or different channels by which instruction is passed from the tutor to the learner. However, the interactive media in distance education identified by Holmberg (2005) are non-contiguous communication and face-to-face sessions. The available media for non-contiguous interaction are usually the written, recorded, computerized telephone conversation, television and computer conferencing. Correspondence completely dominated the scene until the end of the twentieth century and in most parts of the world, whereas electronic mail and telefax to a considerable extent now replace postal communication (Holmberg, 2005).

Distance education instructional media are classified by Adalakun (2010) as print, face-to-face contact, electronic, audio-visual and computer.

- (i) **Print** (Postal, Books, Journals, Magazines, Monographs, Postal services),
- (ii) **Face-to-face during contact session** (Writing Boards, Demonstrative/ Instructional tools – hand, mouth)
- (iii) **Electronic-audio** (Instructional Radio, Audiotape recorder and cassette, Telephone Tutoring, Audio graphics, Educational Radio, Audio Conferencing)
- (iv) **Audio-visual** (Video cassette, Video Discs, Interactive Video Conferencing, Educational Television)
- (v) **Computer** (Games, Computer-Assisted instruction, Web-Based Instruction, Computer- Mediated Instruction and Computer Conferencing)

Print Materials and Distance education: Printing press and the postal services really paved the way for well-planned and systematic approach to flexible ODL programme. Print materials served as the fundamental element of distance education: Radio, broadcast television, video tape, telephone, satellite television, and cable are later developments (Moore and Kearsely, 1996). Rowntree (1992), Moore and Kearsley (1996) established that print is the most common form of instructional delivery in distance education institutions. This assertion was further stressed by Bates (1993) who submitted that in spite of the more influential institutions that made use of other media such as television and audio at the end of 1980's, the vast majority of distance education institutions throughout the world was still primarily print-based'. Holmberg (2005) also observed that reading from texts is found to be easier than reading from the computer screen. Having surveyed institutions across many continents, Perry (1984) discovered that distance education institutions in Africa made 100% use of correspondence and print materials in their programmes while Asia and Latin America made use of 93% and 72% respectively. It must be mentioned that this finding is no more applicable to the accredited distance education providing institutions in Nigeria. The institutions now employ multimedia technology in addition to print.

Moore and Kearsely (1996) however attributed the predominant reliance and use of print technology to being inexpensive, easy distribution through the public mail or private delivery services. Adekanmbi (2004) also posited that the continued use of print in Africa

and many other developing countries is due to its cheapness and easy accessibility. Peters (1998) equally submitted that print permit great economics of scale through industrialized methods of producing standard course packages, which permits individualization of learning. Adekanmbi (2004) further explained that despite the challenges of print, there is still constant romance with it and the transformation, in its context, It is now improved in terms of better prepared texts, high quality course material developmental process, and improved desktop development practices. Even, with regards to the United Kingdom Open University (UKOU) which has a major information and communication technology element, UNESCO (2003) asserted that printed materials continue to be the mainstay of distance learning provision for programmes, and plays multiple roles either as a lead or supporting medium and suitable to combine with variety of other media.

Radio and Distance Education: Radio is ranked next by scholars to print media in distance education due to general low cost and availability. Radio is most often used as a supplement, in conjunction with other instructional delivery modes. It is pedagogically considered as a hard teaching medium where skills, or difficult ideas and concepts, or systematic and comprehensive development of knowledge is required. It is pedagogically considered as a hard teaching medium, where skills or difficult ideas and concepts, or systematic and comprehensive development of knowledge is required.

A survey carried out by Perry (1984) indicated that the institutions sampled in Africa, Asia and Latin America employ the use radio 75%, 36% and 24% respectively. Also, in Nigeria, the University of Ibadan established Diamond F.M. 101.1. The Distance Learning Institute of the University of Lagos operates UNILAG F.M. 103.1. This is because it is cost effective. Students also follow printed materials and listen to the broadcast simultaneously. It motivates and facilitates students learning at distance, offers the opportunity for advertising the instruction and pacing student's progress. However, radio is transient and permits one-way transmission. Apart from broadcast on a fixed schedule, regardless of the students scheduling requirements, radio limits educators to the number of hours of broadcast time that they can pay for.

Broadcast Television and distance education: Broadcast television is used in distance education programmes by the Asia Open Universities and the Chinese Radio and Television University. Yet, its use as an instructional medium is largely minimal in many continents of the world. A study carried out by Perry in 1984 showed that 17% of the institutions surveyed used television and video in Africa and Asia, 10% used television and 14% used

video. Holmberg (2005) also asserted that systematic use of radio and television is found in the British Open University where the main medium of instruction is the written word.

Broadcast is nonetheless, temporary and cannot be reviewed. It is uninterruptible and is presented at the same stride for all students. It neither allow student(s) to reflect upon an idea during a programme without losing the thread of it, nor did permits going over the same material several times until it is understand (Bates, 1984 in Holmberg, 2005). Nettleton (1991) however observed that in the recent times, the use of broadcast media for distance education appears to be decreasing as a result of the problems of cost, dependence on a separate broadcasting organization for production and transmission.

Non-Broadcast Audio and Visual Aids and Distance education: Recordings in audio and video cassettes are gradually giving way to recording in the tablet. In science and technology-related subjects, concrete materials like models and kits with written or oral work instruction on tape are used as supplementary media for tutor-student interactions (Holmberg, 2008). Like printed course units, audio and video recordings are part of pre-produced course materials to which students can make reference again and again. Audio and recorded instruction with printed illustrations has been found to be effective (Holmberg, 2005).

Ojokheta (2010) also established that in recent times, the use of non-broadcast audio-visual media appears to be on the increase, particularly audio cassettes which have proven to be extremely popular as well as cost-effective. This is applicable in Nigeria due to erratic power supply. Perry's survey found that 42% of African, 38% of Asian, 70% of Australian, and 24% of Latin American distance education institutions make use of audio cassettes to complement teaching and learning. In another study, Bates (1996, 2005) pointed out that audio and video cassettes have radically affected the ratio between fixed and variable costs for audio and video learning. Thus, distance education institutions with relatively small enrolments, less than 1000, should be able to take advantage of audio-visual teaching methods since cassettes represent lower fixed costs relative to variable costs than broadcast methods or media.

ICT and Distance education: ICT is the acronym for information and communication technologies. These include technologies for information capturing, processing, storage, dissemination etc. such as the internet access, e-mail, CD-ROMs, telephone, online data base, library services etc. Access to information through ICT increases the information accessible to individuals to support them in trying new strategies, thinking and creativity that are reflective in practice that aimed at engaging them to new innovations through the use of

ICTs (Ololube, 2006b). ICT provides opportunities for distance learning students, academic and non-academic staff to communicate with one another more effectively during formal and informal teaching and learning (Yusuf, 2005). According to Yusuf (2006), successful distance education cannot be achieved without the use of effective communication and technological tools such as e-mail, fax, internet, television, radio etc. Higher education institutions across the world have been adopting ICT teaching and learning technologies in an effort to create an enabling environment for both students and their instructors to engage in collaborative learning and gain access to information (Ifie, 2006 in Ololube). ICT can be used in distance learning to simplify administration, course design, development of materials, course delivery, evaluation and assessment etc.

Despite the adoption of distance education by the federal and state governments in Nigeria, the low penetration of ICT has impeded proper implementation of the programme by institutions of higher learning (Ololube, 2006a). Ololube (2007) also established that an assessment conducted of the available resources conducted in August 1999 for delivering distance education at the CDLCE indicated that there were inadequate facilities for both present and future needs (Moja,2000).

Computer Technology and Distance education: Computer technology offers the opportunity to search on the World Wide Web (www). It is a good medium for tutor-learner interaction, exchange of views and experiences among a group of students, organized synchronous conference, mock-up of work process etc. (Holmberg, 2008). The highly interactivity of computers distinguishes them from all previous technologies (Omoniyi, 2006).

Web and Distance education: Moore and Kearsely (1996) stated that recent technology include Computer-Based Instruction (CBI) which uses the computer as a self-contained teaching machine to present individual lessons, electronic mail, computer conferencing and world-wide web applications. The web includes various audio or video capabilities, textbooks, study guides; workbooks and course syllabi that are available on the web rather than in the traditional format.

Mobile Phones and Distance education: Interactions on mobile phones help students to obtain oral dialogue to supplement written explanation of tutors (Drunica, Bush, Garz, and Deiterschule (2003). Mobile technologies such as phones, tablets, electronic readers etc., according to UNESCO (2012), are currently assisting educators by aiding their works with students or by helping the tutors to improve their own pedagogical and content knowledge. Mobile phones have the potentials to expand educational access to population of tutors and

students outside the reach of traditional education, provide a portal to guide educational content, send educational content to socio-economically disadvantaged learners, help to providing educational opportunities to families living in marginalized waterside communities, improve educational administration, enhance teachers professional development etc.

Garrison and Peters (1998) and Taylor (1999, 2000), based on technology, identified the five generations of distance education as the Correspondence, the Multimedia, the two-way synchronous tele-learning, Flexible learning and Intelligent flexible learning models. Hope (2005) analysis of Taylor's (2000) first to fifth generation of distance education technology, indicates that the First Generation or Correspondence model is Print-based; the Second Generation or Multimedia Model comprises of print, audiotape, videotape, computer-based learning, and interactive video disk and tape; the Third Generation or the Tele-learning model makes use of audio-teleconferencing, video-conferencing, audio-graphic communication, broadcast TV/Radio and audio teleconferencing; the fourth generation or the Flexible Learning Model depends on Interactive Multimedia (IMM), internet-based access to WWW resources, Computer Mediated Communication (CMC). The fifth generation depends on interactive multimedia, internet access to website, using automated response system, computer portal access to institutional process and resources. The instructional media for distance education from the era of correspondence till early 21st century is illustrated by Stephens (2010) with the family tree of Distance Learning in figure 2.1. on page 60. overleaf.

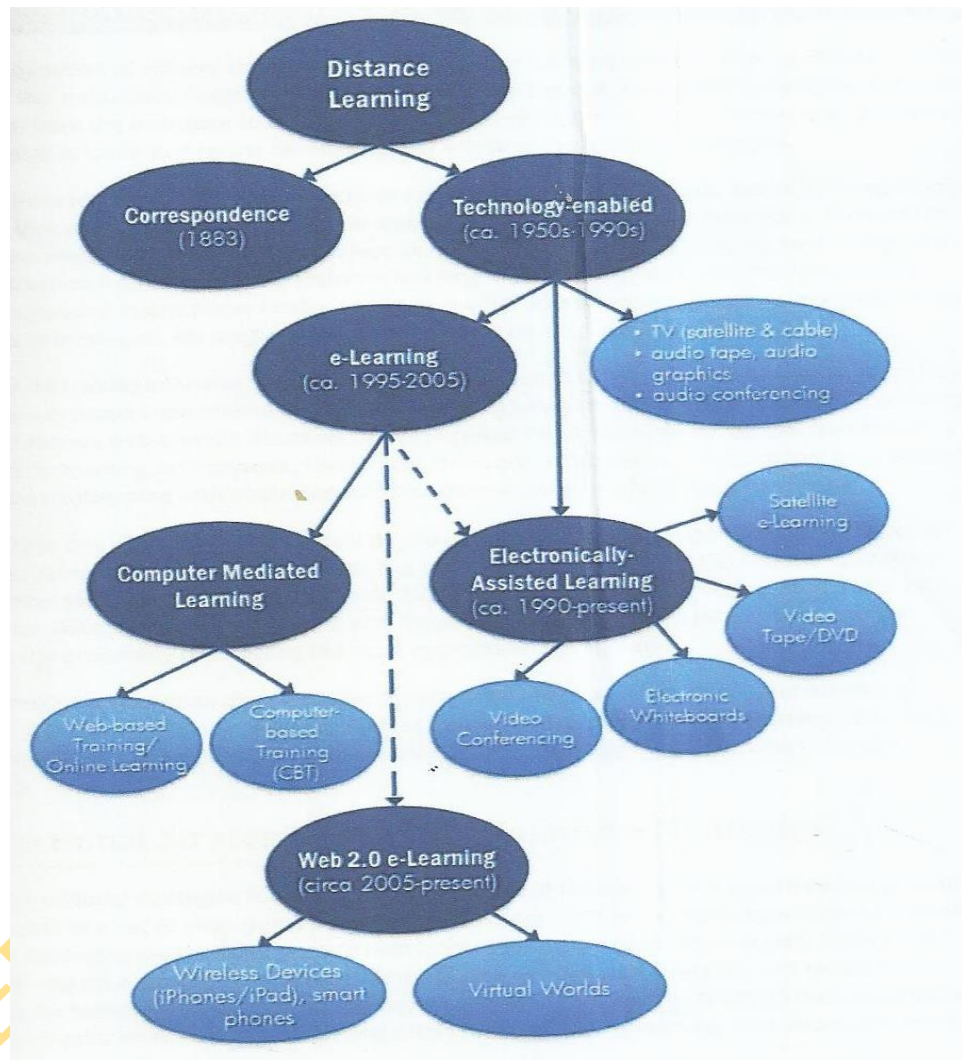


Figure 2.1: The Family Tree of Distance Learning

Source: Stephens (2010):

The figure above indicates the evolution of distance learning delivery media as follows: Correspondence (1883) → Technology enabled (1950s →1990s) → E-learning (1995-2005) → Electronically-Assisted Learning (1990 till present) → Web 2.0 learning, 2005 till the time of this study. However, according to Ademola (2003), passive and interactive media are used in distance education. The former are one-way devices like print, audio cassette, television, VHS, etc. that do not readily permit interaction with the


distant learner, while the latter are the two-way devices that provide an interactive link between the learner and the tutor. Such include computer, conferencing multi-media, audio-teleconferencing etc. In the same vein, Wikipedia (retrieved 22/10/12) classified the types of available technologies used in distance education as Synchronous and Asynchronous.

Synchronous learning technology resembles the traditional classroom teaching method, where participants are present at the same time despite geographical separation of the learners and the tutors. It requires a time-table to organize web conferencing, video-conferencing, educational television, instructional television etc. Examples of synchronous technologies are Direct Broadcast Satellite (DBS), internet radio, live straining telephone and web-based Volp (lever Duffy et al (2007). Synchronous environment supports live tutoring, two-way oral or visual communication between the instructor and the learner; It provides a dialectic learning environment with varying level of interactivity; encourages spontaneity of responses; allows optimal pacing for best learning retention; allows immediate response of ideas. Though, it controls length of instruction when completion time is constant, it is constrained by time.

On the other hand, asynchronous learning mode of delivery allows the participants to access course materials on their own schedule. It is flexible as students are not required to be together at the same time. Apart from mail correspondence which is the oldest form of distance education media, other asynchronous technologies include message board forum, e-mail, video and audio-recording, print materials, voice mail and fax. Advanced asynchronous methods of delivery include e-mail and internet based message boards. Asynchronous environment, according to Stephens (2007) provides for more opportunity for reflective thought, delays reinforcement of ideas, makes it possible to combine peer-group interaction with individual pacing, enhances flexibility in the delivery of content, and as well free from time or space constraints. Yet, it may have higher attrition rate and extend time for completion. (Holmberg, 2008).

The two methods, however, can be combined in the delivery of one course or progression as blended learning modalities under the rubric of distance learning. According to Stephens (2010), asynchronous media is more appropriate for the lower cognitive levels (knowledge, comprehension, repetition or drill and practice). Synchronous media, on the other hand, is more appropriate for the higher cognitive levels (synthesis, analysis and evaluation). Application of synchronous and asynchronous is illustrated with Bloom's Revised Taxonomy Mapped to Instructional Media in table 2.4 on page 62.

Table 4: Bloom's Revised Taxonomy Mapped to Instructional Media

Learning Environment	Instructional Media	Bloom's Revised Taxonomy ²³	Level of Interactivity
Synchronous	<ul style="list-style-type: none"> ➔ Web Conferencing ➔ Audiographics ➔ Satellite e-Learning ➔ Audio/video teleconferencing ➔ Virtual Worlds 	Creating	Dialectic  Didactic
		Evaluating	
		Analizing	
		Applying	
Asynchronous	<ul style="list-style-type: none"> ➔ Computer/Web-based Training (CBT/WBT) ➔ Instructional TV (ITV) ➔ Pre-recorded audio/video (CDs/DVDs, video/audio tapes/iPods) ➔ Correspondence 	Understanding	
		Remembering	
		Knowledge	
		Knowledge	

Source: Stephens (2010)

Stephens (2010), however, established that some instructional media may be more appropriate than others, depending on the strength in supporting either synchronous or asynchronous learning environment. According to him, no single medium is inherently better or worse than any other. Akinboye (1996) summed up that it is important to know that educational psychological studies have clearly indicated that no media is necessarily bad; its effectiveness is affected by learner characteristics, teacher competencies, the reinforcing nature of the whole instructional manipulation and nature of task. In the same vein, Omoniyi (2006) stated that the newest or most expensive technology may not necessarily be the best choice.

It must however be mentioned that when DE delivery technologies break down, distance learners cannot engage in the planned instructional event. Without instructional policies that provide for online support services, learners may find it difficult to get assistance with matters necessary for their basic participation in a higher education programme. This implies that distance education offering institutions must try as much as possible to safeguard break down of technologies, provide replacement on time or employ standby professionally qualified technicians to take care of the equipment.

2.2.7 Policy and Practice of Instructional Technology and Media in Distance Education offering Institutions in Nigeria

The National Universities Commission (NUC) which is saddled by the federal government of Nigeria to oversee the affairs of the Universities in the country is equally the policy maker on open and distance education programme. The (2009) policy guidelines of the commission with regards to instructional technology and media in single and dual-mode distance education practice stipulated that:

1. Interactive texts should be supplemented with CD-ROM, DVD or USB sticks to deliver, E-Books, Simulations, assessment etc.
2. Students should not be required to attend classes or be engaged in face-to-face contact unless there are compelling reasons such as examinations, periodic facilitation and practicum.
3. The programme should be predicated on a resources-led pedagogy rather than face-to-face intervention.
4. Students should be able to register to study anywhere in Nigeria or any part of the world through access to ICT
5. There should be effective marking and rapid feedback within three weeks
6. Staff workload should be reduced through the use of automatically marked ICT-based Assignments.

Ramoni (2000) in Adedokun (2010) however observed that the use of appropriate information and communication technology is lacking in ODL practice in Nigeria. Adekanmbi (1992), Igbafe (2001) and Osuji (2005) observed that the Distance Learning Institute (DLI) of the University of Lagos, National Teachers' Institute (NTI) Kaduna, and the Distance Learning Centre, University of Ibadan, are yet to fully embrace the use of other instructional media other than print to deliver instruction. However, according to Omoniyi (2006) the Federal Government of Nigeria has granted the University of Lagos radio (UNILAG F.M Academic) license to be transmitting daily on 103.1 F.M. (DLI 2003), Similarly, Diamond F.M. 101.1 is being operated by the University of Ibadan.

The failure of distance learning providing institutions in the country to employ modern technology for instructional delivery is attributed by Jegede (2002) to low penetration of the internet and limited access to computer. Similarly, Adedokun (2010) attributed the continuous usage of print to the neglect of other media to the fact that print

media are relatively cheaper to produce, prevalent of computer illiteracy, conservativeness of distant teachers on the use of electronic media in ODL, delinquency in the supply of electricity, easier production of print learning packages and prevalence of face-to-face contact in learning centres.

Lending credence to the fact that open and distance learning institutions in Nigeria depended mostly on print media is the practice in both the dual-mode Universities and the National Open University of Nigeria (NOUN). According to Ipaye (2007), none of the (dual-mode) universities had gone completely online. Most of the course delivery method is based on residential school pattern. Instructional materials are provided to the students, and some six to ten weeks block period is devoted to residential tutoring during the long vacation by the regular conventional studies. The Universities scheduled the DE programme into contact sessions with specific recommended load designed for each session. This practice according to him is classified as part-time studies, pseudo-distance teaching or distributed learning because the work of four years for conventional students is merely distributed into five or six years for DE Students. Ipaye also observed that many of the institutions have no customized study materials for DE programme but rather depend on some prescribed textbooks as conventional on-campus students. Contrarily, Tenebe (2012) stated that NOUN employed the use of printed instructional materials, audio, video tapes and CD ROMs, Courier, NIPOST, in-house transport division, television and radio broadcasts of educational programmes. In the same vein, Adewole (2007) established that the DLC course materials have been written by writers specially trained in ODL delivery.

The reliance on the use of print in distance education practice is not, however, peculiar to Nigeria only. Rowntree (1992), Moore and Kearsley (1996) established that print is the most common form of instructional delivery in distance education institutions. Bates (1993) also submitted that despite the use of other media such as the television and audio at the end of 1980s, the vast majority of distance education providing institutions globally depend on print. Confirming these assertions is Perry (1984) survey of distance education institutions across many continents. He discovered that distance education providing institutions in Africa made 100% use of correspondence and print materials in their programmes while Asia and Latin America made use of 93% and 72% respectively. This justifies the assertion of Holmberg (2005) that text cannot be dispensed with as the basic medium of education.

NOUN (2013a) attributed the continuous reliance on the print technology to being inexpensive to develop and easy distribution through the public mail or printed delivery services. However, World Bank (2002) in Holmberg (2008,) established that text is more or less regularly supplanted by illustrations, diagrams, blue prints and sketches for three dimensional views. He stated further that radio and television are used as supplementary media in the British Open University, the U.S.A., Canada, Australia, New Zealand, African, Asia and Latin American nations for general educational purpose.

Other technological methods used in distance education programme include Interactive Radio Instruction (IRI), Interactive Audio Instruction (IAI), Online three dimensional (3D) Virtual Worlds, Immersive Environment digital games, Webinars, Webcasts etc. (Burns, Mary). Bates (1984) in Holmberg (2008) perceived broadcast radio and television programme as educationally the same with audio and video recording. According to him, broadcasts are transient and cannot be reviewed, are uninterruptible and are presented at the same time for all students.

Omoniyi (2006) however submitted that the newest or most expensive technology may not necessarily be the best choice, while NOUN (2013a) premised the choice of a technology on factors such as pedagogical effectiveness of different technologies, cost of procurement, flexibility, accessibility, availability and affordability of the technology to the students, technical capability, technological development level of a country and enrolment rate. Holden, Philips and Westfall (2010) also stated that technology should be selected on the basis of interactivity, spontaneity, collaboration, peer to peer, instructor-student (didactical), instructor-student instructor (didactic) relevance), cognitive load, complexity of content and level of cognitive objective. The instructional strategies for distance learning according to Holden (2010) et al are Narration/Description (Lecture), Demonstration, Role-playing, Guided Discussion, Simulation, Illustration, Imagery, Modelling, Brainstorming, case study, Drill and practice.

2.2.8 Concept and Policy of Instructional Delivery Pattern in Distance Education Practice in Nigeria

Distance education practice in Nigeria is carried out by both single and dual-mode institutions. The former are the independent, dedicated or autonomous institutions, while the latter are those that have distance education integrated into the already established conventional university programmes. Hence, they are called integrated distance education institutions. The National Open University is the only single mode distance education university in Nigeria, while the NTI is the dedicated single mode at the NCE level in the country. NUC(2016) however identified the eight accredited dual-mode distance learning providing institutions as the University of Lagos Distance Learning Institute (DLI), the University of Ibadan Distance Learning Centre (DLC, U.I), University of Abuja Centre for Distance Learning and Continue Education (UNIABUJA CDLCE), Obafemi Awolowo University Centre for Distance Learning (OAUCDL), Centre for Distance Learning, University of Maiduguri (CDL Unimaid), and Centre for Distance Learning, Moddibo Adama University of Technology (MAUTECH Adamawa), Ahmadu Bello University Centre for Distance Learning and Ladoke Akintola University of Technology Centre for Open and Distance Learning, Ogbomosho.

Instructional delivery in distance education has passed through many stages from the era of correspondence or print media to the contemporary era of computer-mediated and E-learning. The stages of instructional delivery in this mode of delivery are classified by Osuji and Salawu (2006) from first to the fourth generation as the traditional correspondence, the multi-media model that embraced the use of T.V. and Radio etc. The Tele-learning model includes the integration of audio-video, teleconferencing, audio graphic communication, T.V. and Radio etc., while flexible learning involves the use of internet-based information and computer-mediated communication through electronic-email. Distance education study, according to Garrison (2011), has recently shifted by way of organizational structure (mass production and delivery of learning packages) to teaching and learning transactions to sustain the system anytime, anywhere.

NOUN (2013a) identified the six components of effective ODL delivery as institutional support, design and delivery; learner, technological and faculty supports; pedagogy, evaluation and review. Teaching in distance education is perceived as a shared responsibility: the course writer makes the content interactive with comprehensive explanation; the counsellor provides useful information and advice. It is the duty of the

tutors to handle learning materials, students' assignments, and telephones, postal and e-mail messages (Holmberg, 2008).

Successes of distance education lies with the tutors who provide feedback and guidance to students, moderate online discussions, facilitate group learning, solve problems and provide guidance. Moore (2012) stated that what determines the success of distance teaching is the extent to which individual instructor is able to provide appropriate opportunity for and quality of dialogue between teacher and learner as well as appropriately structured learning materials. Having asserted that banking form of teaching focuses on the development of cognitive to the neglect of the social and emotional aspects, NOUN (2013a) recommended and encouraged the tutors to become emotional teacher: Emotional teaching has been found desirable and most appropriate when dealing with people. According to Reitzel (2000) in Ojokheta , it is an instructional process where tutors foster interpersonal relationship by giving clear instructions and expectations, being humorous and firm, being interpersonal (know the learners by being with them), giving positive feedback, being helpful emotionally (helps students that is hurt), being fair and respectful, liking the learners and being consistent.

Yan (2011) in NOUN (2013b) however summed up that emotional teacher is emphatic; able to connect to interact well and build relationship with students; interact with them in a calming manner; show each learner that he or she is valued; teach students to show appropriate expressive and social behaviours. Also, NOUN (2013a) stated that emotional teaching and practices will help facilitate emotional integration of the learner and the tutor; can improve learning outcomes since learners are encouraged to inquire and discover knowledge by themselves as well as motivated by positive comments and feedback;. cushion the effects of isolation which the learners suffer as a result of their partial separation from the tutors; It remains the appropriate instructional pedagogy for adoption in distance learning programmes in the contemporary age since it empowers and provide students with emotional and psychological support.

The tips for teaching in distance education suggested by the Cincinnati State Technical and Community College (2009) are presence and active involvement in course; making students learning goals and path to them clear; letting students do most of the work; organization, using both synchronous and asynchronous activities; creating discussion board to topics; inviting questions, discussion, reflections and responses; not overloading students with materials; talking with learners instead of at them; providing constant feedback asking for informal feedback early in the term or semester. Although, Holmberg (2005) established

that in principle and practice, distance education is independent of meetings, he contended that it can be supplemented by occasional face-to-face which is often appreciated by students. It is greatly beneficial as introduction to individual distance learner and as refresher courses before examinations. Lenthel and Routke (2004) established that to cater for population explosion, the United Kingdom Open University stressed the value of local tutorials and personal contact with the tutor. Similarly, NOUN (2013a) stated that Holmberg's summary of the views of theory of Didactic Conversation, Stewart's Theory of Continuity of Concern and Baath's Theory of two-way communication as follows:

1. There is a crucial need for face-to-face tutorial meeting (may be compulsory for fresh students in distance education) between students and tutors.
2. The face-to-face meetings would be beneficial if they perform a weaning (bridging) function between formal and distance mode of education so that a distance learner may gradually adopt the learning styles according to the mode of teaching in distance education.
3. After the completion of first semester, the face-to-face session may be reduced according to the nature of the course.
4. Free telephone service may perform a guided didactic conversation between tutors and distance learners,
5. Two-way communication may be managed by arranging a discussion session just after the transmission of radio and T.V. programme, the distance learners' difficulty in self-study may be minimized by applying this theory of interaction and two-way communication.

Apart from the possibilities of creating interaction between tutors and students, face-to-face activities in distance education is supplement to the non-contiguous work; It reinforces what is taught at a distance by providing a kind of parallel presentation orally as often been found to be confusing, whereas brush-up courses before examinations are usually regarded as useful. Furthermore, having argued that distance education institutions are essential, Stewart in Pyari (2011) stated that no matter how sophisticated the design and vast the rich materials in distance education may be, distance learners will always need human versatility to satisfy an infinite variety of their needs and difficulties. In the same vein, having asserted that since learners are social beings, no technology regardless of its interaction ability can serve as perfect substitute for human interaction. Wills (1998) emphasized that the use of study centres enhances tutor-student and student-student interaction as well as successful delivery.

According to Dodds and Meyo (1992 in World Bank (2002)), only through extensive face-to-face contacts, careful monitoring and the addition of study skills course can the teenage students being encountered can become successful distance learners. Similarly, Holmberg (2008) stated that it is in line with the empathy approach that students wish to meet their tutors as well as student colleagues. However, many students find it either impossible or very difficult to find time and money for travelling to and taking part in such sessions. Moreover, Nkiru (undated) emphasized that E-learning is suited to distance learning and independent study but can also be used in conjunction with face-to-face learning as “blended learning”. However, according to Stephens (2007) the instructional issues that must be considered are identification of knowledge and skill gap, effective assessment and measurement tools, level of interactivity (didactic versus dialectic) instructional strategies complexity of content, rate of content change, level and domain (cognitive affective, psychomotor) of learning objectives. He further added that the delivery issues to consider are cost, audience size and distribution, in-house versus outsourcing, availability of existing infrastructure, delivery hardware endpoints, video teleconferencing equipment, Satellite receivers, WAN/LAN system/connectivity, T.V./monitor, display devices, servers/computers and Portability (smart phones, DVD players).

The NUC policy guidelines of instructional delivery in ODL in Nigeria emphasizes interactive text, use of CD, DVD, E-books, flexibility, pedagogy led by resources, academic and social support, effective marking and feedback as well as ICT-based assignments. This is, however, contained in the National Universities Commission guidelines (2009) under “The nature of ODL”. Lemming and Eber, (1999) and Huang (2000) stressed that good communication promotes needed tutor-student and student-student interactions as well as overall success and effectiveness of distance education. Recent studies by distance educators have confirmed that interaction in distance learning environment may lead to increased academic achievement (ADEA Working Group on Distance Education and Open Learning (Lemming and Eber, 1999; Neibuhr & Neibuhr, 1999), and also greater retention rate of instructional content (Lemming& Eber, 1999). Asynchronous communication environment provides learners with discussion that allows participant access to the conference or instruction at different times. Therefore, learners can work at their own convenience, when or where they want and at their own pace, thereby providing learners more time to reflect on their own ideas and encourage them to do more critical thinking. On the other hand, synchronous communication necessitates the presence of instructors and students at the same time, although they may not necessarily be at the same physical location.

Both single and dual-mode institutions in Nigeria, however, depend mostly on print media. According to Ipaye (2007), most of the course delivery methods are based on residential school pattern and the DE programme is scheduled into contact sessions with specific recommended load. He also observed that because many DE offering institutions have no customized study materials, they depend on some prescribed textbooks as conventional on-campus students.

Okunade (2015) established that the University of Ibadan Distance Learning Centre reach out to the students through the centre's website-www.dlc.ui.edu.ng, the Tablet, Continuous Assessment Platform, Online administrative and academic support, E-library, Diamond radio, social media platform as well as phone contact and support. The institution does not discriminate between the certificates and diplomas awarded to students on the regular/conventional and the ODL mode of delivery; all conditions from admission to graduation on both modes are the same

Distance learning institutions in Nigeria could not adequately employ modern technology for instructional delivery due to low penetration of the internet and limited access to computer (Jegade, 2002). Similarly, Adedokun (2010) attributed the continuous usage of print media to relative cheapness, computer illiteracy, conservativeness of the tutors on the use of electronic media in ODL, delinquency in the supply of electricity, easier production of print learning packages and prevalence of face-to-face contact in learning centres.

Reddy and Manjulika (2007), however, established that in the history of media, no medium has ever been supplanted by another. Television did not displace the cinema and newspaper (Latcher, 1997). He predicted that multiple media will prevail globally and learners would choose what is best for them. Ramoni (2010) in Adedokun (2010) submitted that the contemporary distance learning has to be a blended learning, using a mixture of printed matter, CD-ROM/DVDS, e-books, AV materials, mobile phones, e-mail in proportions and combination consistent with the context and technological environment of the distance learning centre

Regardless of the technologies or strategies being adopted, it is necessary to provide student-student, tutor-student and student learning materials interactivity in distance learning (Omoniyi, 2006). In the same vein, Stephens (2007) summed up that, effective distance learning programmes require careful attention to learning design, effective faculty training, organizational commitment to selection of appropriate delivery technology and a focus on learning outcome.

2.2.9 Concept and Policy of Learner Support Services in Distance

Education Practice in Nigeria

Student or Learner Support Services in Distance Education refers to the facilities and activities that are intended to make the teaching-learning process easier and more interesting to learners. These may range from study Centre, counselling/tutorial support to administrative problem solving (Rumble, 1992) Furthermore, Braimoh (2015) asserted that learner support services include information on pre and post registration activities, admission requirements, tuition fees, course and supplementary materials, assessment requirements. Others identified by him are personal psycho-social support, conducive learning environment that can guarantee success, effective communication system, both verbally on the phone and in writing through e-mails. Apart from production and delivery of course material, other activities include interaction and effective communication (Simpson, 2000)

Course and Student Support Services enhance the effectiveness and achievement of the desired level of quality in distance learning. The success or failure and the overall corporate image of distance education offering institutions is determined by the strength and weakness of student support services (Kishore, 1998); they are meant to create an environment conducive to Distance Learning; facilitate the Distance Learning Method; motivate students to continue their education; encourage socialization and to promote team work and spirit to improve the educational standards of students. Tait (2004) stated that learner support services have cognitive, affective and psychomotor functions, while Michael (2012) asserted that what determines the success of distance teaching is the extent to which the institution and the individual instructor are able to provide appropriate opportunities for quality tutor-learner dialogue and properly structured learning materials.

NOUN (2013a), nonetheless, disclosed that distance learners may need help before, during and after the programme. At the pre-entry stage, the learners need information, advice and counselling, information about programmes, courses, entry requirements, application procedures, structure, functions, rules and regulations of the institute, market value of the programme etc.. They may need advice for selecting a particular programme or course for their career advancement. At the beginning of the programme, learners need guidance and packages such as study materials, programme guides, assignments, experimental kits, etc. Learners can discuss their progress, assignments grades, study visits,

projects, seminars, practical study skills, learning from media, personal and technical problems at the middle stage. At the final stage, they need guidance to complete assignments, clarifications on difficult units, revision work, and interactive session for term-end examinations.

The importance of study centre as a form of learner support service cannot be over-emphasised. NOUN (2013a) stated that study centres are resource places where students pick up courses other materials, interact with instructional facilities, tutors, student counsellors, centre directors, have access to internet browsing, e-mail, library and a range of communication channels. Holmberg (2005) contended occasional face-to-face at study centre often appreciated by students. Wills (1998) emphasized that the use of study centres enhance tutor-student and student-student interaction as well as successful delivery. Despite the importance of learner support services, Power et al (2000), established that they are difficult to manage due to the spatial separation of different unit's facilities and diversity in the categories of personnel involved.

The NUC (2009) policy guideline on student's supports services (2009) are adequate tutor-student ratio of 1:50; qualified tutors that are trained through orientation, seminars, online workshops and conferences on ODL programmes; diverse channels of communication; prompt feedback on assignments and examinations within three to ten weeks that reflect areas of students' weaknesses, strengths and appropriate corrections. Others are Information, Advice and Guidance (IAG) and Programme that are consistent with institutional policy and learner support frame work that reflect national policy and best practices. This researcher, however, does not agree totally with COL (2001) that support must be taken to learners rather than expecting them to come to a central campus. Due to technological advancement, the support services that could be taken down to the learners are course and supplementary materials downloadable online or through the postal services, information on pre and post registration, tuition fees, effective communication system, information advice and guidance .

Ipaye (2007) however asserted that learner support services are scarcely available in most conventional varsities because they go dual without seeing the need for them in their programmes. The practice of student support services by the National Open University of Nigeria are enumerated in the institution's handbook (2014) as marking and comments on periodic tutor-marked assignments; qualified part-time tutors; face-to-face tutorials following a pre-arranged time-table and venues or by means of conference phoning, close circuit television; counselling services at every study centre etc.(NOUN Profile, 2014).

2.2.10 Concept and Policy of Quality Assurance in Distance Education

Despite the fact that quality is the backbone of every programme, it is one of the vaguest concepts in educational discourse for which there is no universal definition. It is conceived and perceived differently by stakeholders. The Bureau of Indian Standards defined it as the totality of features of a product service that bear on its ability to satisfy stated and implied needs (BIS, 1988). Uvah (2005) in Olojede viewed it as the level of value, achievement or standard of a product against which to judge others.

Quality in an educational enterprise is described by Adesina (2015) as the aggregate of curriculum adequacy, learning resources and adequate facilitation. Similarly, Ebong and Efue (2005) suggested that it is a universal term that is directed towards education as an entity. According to the authors, it involves the suppliers and consumers and all the various activities put in place to produce quality products and services. In the same vein, Braimoh (2015) stated that the evidence of quality can be considered from both quantitative and qualitative indicators. The former include progression rates, completion rates and learners evaluation of learning experience, while the latter are rating of learning materials, teaching-learning interactions, learning process, pace and content. Gandhe (2009) asserted that quality in education has five components, which are: exceptional high standards, perfection and consistency, fitness for purpose, value for money, and transformation capabilities. He further established that any education without quality at all is no education. Adesina (2015) stated that in an educational enterprise, quality will depend on curriculum adequacy, learning resources, and facilitation.

Egbhokare (2015) perceived quality as the extent to which formulated goals and aims are archived, the extent to which the product meets the demand/ satisfaction of both the customers and employers of labour; fitness for purpose measured by the extent to which an institution's provision agrees with national priorities, goals, objectives and aspirations; fitness of purpose-standards, competencies, academic/professional qualifications. Bamiro (2007) identified the key quality determining parameters as teaching, learning and research environment, quality of students, quality of staff and curriculum delivery.

From the views of Gang and Kanshik, Ebong and Efue (2005), Enaohwo (2003), Merisotos (1998), it is inferred that the term 'Quality Assurance' is a proactive means to ensure quality in any organization or ensure that the products of the system conform to the

expected standards. According to Gang and Kanshik, quality, accountability, strategic planning etc. have been corporate concepts. Quality assurance is meeting or conforming to general accepted standards as defined by quality assurance bodies or appropriate academic and professional committees (Heyword, 2006 in Amadi 2011)

Whitley (2001 in Amadi 2011) stated that quality assurance in education is an all-embracing concept that includes all policies, processes and actions, through which the education provided is developed and maintained. Enaohwo (2003) submitted that the concept of quality assurance in the educational system can be looked at from both internal and external perspectives. (Ajayi and Ekundayo, 2008). Phipps, Wellman, and Merisotos, (1998) stated that the process reviews academic context, pedagogic techniques, resources and support services to see how they combine to enhance the learning environment and ensure student academic achievement. In the same vein, Mackoww and Witkoski (2005) cited by Ogunleye (2013), stated that it is a useful method for their improvement, modernization and internationalization of higher education. In a nutshell, quality assurance refers to a set of activities that organization undertakes to ensure that specified standards of a product or service are consistently met.

Green (1994) cited in Gang and Mandhulika (2006) stated that as quality perceptions in the context of distance education vary considerably across institutions, likewise its definition. It was viewed in terms of fitness for purpose, perfection and conformance of student's value for money, consistency and relevance. Warren (1994) cited by Gang and Mandhulika identified the two areas of quality assurance as the processes involved in both production of materials and delivery of education and criteria such as access, flexibility, and innovation to the quality requirements Ghande (2009) who identified the three approaches to quality as internal quality assurance mechanisms, evaluation by peers and accreditation by an independent and competent organization, submitted that in the ODL system, quality means attainment of the expected levels of knowledge and skills as tools for further learning.

Furthermore, Moore (2000) identified the components of good quality framework of learning as effectiveness, access, cost effectiveness, students and faculty satisfaction. Also, Stephens (2007) summed up that quality distance learning requires careful attention to learning design, effective faculty training, organizational commitment to adequate selection of appropriate delivery technology and a focus on student learning outcome. Gang et al asserted that the concept include the relationship between the institution and its students, reliability of schedules and effective student support services. Furthermore, Braimoh (2015) concluded that consistency of delivery of quality distance education programme requires

qualified human capacity, adequate infrastructural provision, assessment, evaluation and timely feedback process, practical institutional policy, funding etc.

Quality assurance, according to Ogunleye (2013), is meant to assist in restructuring efforts of higher education institutions and their programmes; to provide a basis for future planning and structure for educational improvement. This is to enhance student's ability to move from secondary to tertiary and within tertiary education; and to assist users in making better decisions in terms of students, employers and funding equipment, library, facilities etc. Among the age-long quality control and assurance systems in ODL programme is the production of learning materials (Lewis 1989; Freeman 1991), monitoring correspondence teaching, and visiting tutors in study centres to forestall unethical practice (Tait 1993b).

Despite the controversy as to the criteria for quality assurance in distance education, the Council for Higher Education Accreditation (CHEA, 2000), laid down seven essential elements. These are institution missions, organizational structure, institutional resources, curriculum and instructions, faculty, students' supports and learning outcomes. Similarly, Wang (2006) stated that ,despite different yardsticks of the accreditation agencies on standards for distance education, they generally emphasized strong institution commitments, adequate curriculum and instruction, sufficient faculty and student supports as well as consistent learning outcome.

Akinpelu (1995), Braimoh, Adeola and Lephoto (1999) in Olojede stressed the need for good attention to distance education with regards to admission requirements and procedures, development and production of instructional materials, structure and management of delivery system, student assessment procedures, quality of materials used for teaching and promotion of learning, problem of assessment of the effectiveness of an individual facilitation since it has element of quasi-bureaucratic organization(team work), the student support services, monitoring, evaluation and feedback system and availability of adequate human and material resources for the operation of the programme. The afore-stated are not far from Egbokhare's (2006) culture of quality staff, environment of institution, content of instruction, student support services, management by processes and facts, continuous learning and improvement, quality of instruction and feedback from customers and consumers of products as the basis of quality assurance. Similarly, Braimoh (2015) identified the mechanisms for the assessment of distance education programme as quality of programme, products, funding and institutional management process, ICT intervention and integration, lecturers, students, learning materials, infrastructural provision, assessment

procedures, learner support system in place, opportunity for capacity development, research and development, recruitment and promotion processes.

Towards quality distance education practice in Nigeria, apart from the National policy on distance education, the NUC issued guidelines and established a monitoring unit. To achieve the goals of ODL in the country, it is stated in the National Policy on Education (2004) that the federal government of Nigeria shall ensure that the programme are equivalent in structure and status to the conventional mode of instruction, encourage and control the programme. To ensure quality in all facets of the Nigerian University System, Quality Assurance Division of the NUC was established in 2005. The unit's function is to promote qualitative university education in Nigeria and production of graduates for national development and global competition (NUC, 2007). Apart from monitoring and evaluation of Nigerian universities, this unit is authorised to sanction any university, whose standard falls below the NUC Minimum Standard (Oyewumi 2010). This is why it is only few merited distance learning providing institutions in the country that were accredited by the commission to run the programme at diploma, undergraduate and postgraduate levels .

Ogunleye (2013), however, identified quality assurance problems in ODL practice in Nigeria as cost effectiveness, appropriate media, support and retention, procedures for testing students, and meeting special requirements. Similarly, Bamiro (2007) cited in Egbokhare (2015), enumerated the problems of quality in the Nigerian Higher Education System as teaching, learning and research environment, curriculum delivery as well as quality of staff and students. However, the strategies for quality assurance in private universities suggested by Ajayi and Ekundayo (2008) that could as well be applicable to ODL practice are availability of adequate modern facilities, funding, programme assessment, quality teaching personnel, prevention of illegal campuses, proper monitoring etc.

Akinwumi and Oyekan (2012) mentioned some of the measures being put in place by the NUC towards the control of higher education in Nigeria as accreditation of programmes and courses, institutional ranking, staff strength, students demographic characteristics, existing facilities and equipment, benchmarks, periodic review of minimum standard, external moderation system, external programmes for lecturers and students as well as Post UTME examinations. In the same vein, the NUC is saddled with the responsibility of overseeing the activities of Open and Distance learning operating institutions. This is in conformity with the policy statement in the National Policy on Education (2004, Section 9:93) that ,in pursuance of the goals of open and distance

education, the Federal government shall encourage, regulate and establish an advisory body on ODL practice in Nigeria.

The NUC policy guidelines on the best practice of ODL which provides the basis for quality control in ODL practice in Nigeria are categorized as general and specific guidelines. While the former covers eligibility to offer degree programme by ODL mode, scope of activities, entry requirements and the nature of ODL. The latter include philosophy, objectives, admissions, curriculum, pedagogy, learning resources, Evaluation and Assessment, staffing and efficiency is as follows:

Eligibility to offer degree programme by the ODL mode: Apart from making it mandatory for all existing universities to apply to the commission for re-validation / accreditation as ODL institutions, to write and indicate the academic programmes they intend to offer, available human and material resources and learner support facilities, the guidelines make it a strong condition that only universities that have been accredited to offer degree programmes shall be granted approval to run specific academic disciplines in which they have demonstrable competency.

Recommended Academic Disciplines: Due to technological and infrastructural challenges, the academic disciplines approved by the NUC for offering by ODL mode within the short to medium term (2009-2015) are Education, Administration / Management Sciences, Social Sciences, Arts/Humanities, Sciences and Applied Sciences.

Admission requirements/Students: Minimum national requirements for university registration are recommended.

The Nature of ODL: The guidelines stated that:

1. interactive texts should be augmented with CD-ROM, DVD or USB sticks to deliver, E-Books, Simulations, assessment etc.
2. students should not be required to attend classes or have face-to-face contact unless there are cogent reasons such as examinations, periodic facilitation and practicum.
3. the programme should be based on a resources-led instruction rather than face-to-face interaction.
4. students should be able to register to study anywhere in Nigeria or any part of the world through access to ICT
5. There should be effective marking and rapid feedback within three weeks.
6. staff workload should be reduced through the use of automatically marked ICT-based Assignments.

(B) General Guidelines on ODL practice: It is stated that the philosophy should include clear statement on accessibility, flexibility, and life-long learning; well-articulated objectives of the programmes; meeting the national minimum entry requirements for university admission. Aside expecting the curriculum for each academic programme to be offered by ODL to match with the approved MAS/BMAS, it is stipulated that the learning outcomes should be clearly articulated in terms of competencies, skills, and behavioural attributes.

Pedagogy, according to the guidelines, should include well-defined objectives, appropriateness, well-written study guide, interactive, comprehensive, accessible current learning resources etc., and appropriate use of media, ICT and meeting international quality standards. Others are entrenchment of well-structured continuous assessment, promote learning through feedback, include Tutor-Marked Assignment (TMAS) and Computer Marked Assignments (CMAS) appropriate to the programme. Apart from validating achievement of learning objectives, evaluation and assessment process are expected to have discernible integrity, with external moderation as an essential part of the evaluation and assessment process.

With regards to staffing, it is stipulated that there should be adequate qualified academic staff mix-by rank appropriately skilled in ODL and pedagogy of professorial cadre, senior lecturership, lecturer1 and below in the ratio of 20:35:45 for comparability of quality and standard. Other requirements are availability of student advisers for Information, Assistance and Guidance (IAG), a minimum of two administrative staff for not more than a cluster of four academic programmes, and the institution's ability to demonstrate technical support (in-house or out sourced, staffing each study Centre with at least a senior lecturer and IT support. Learner Support include, adequate tutor-student ratio of 1:50, tutors with validated ODL qualification (through orientation, seminars, and online workshops conferences on ODL programmes, different channels of communication such as surface mail, phone, E-mail etc. Marking and feedback that meet

The recommended Academic international standards, 3 -10 weeks prompt Feedback on assignments and examinations reflecting areas of students' weaknesses, strengths and appropriate corrections, facilities for Information, Advice and Guidance (IAG) (including student counselling services)

The Administrative requirements are verifiable proof of strong general logistics to support the academic programme of ODL centre, availability of special and relevant institutional support (e.g. advice, software, power supply) as well as a robust Management Information Service (MIS) that enables programme monitoring.

To enhance efficiency, demonstrable evidence of input and output of students enrolled in each academic programme are required. Furthermore, the National Universities Commission (NUC), in pursuance of the mission and vision of quality assurance, established the department of open and distance education to:

- ii. Promote and coordinate the orderly mainstreaming of the ODL mode of delivery university education in Nigeria.
- iii. Set and regulate the standard, advice the federal government on the desirability and conditions for the establishment of degree awarding ODL institutions and academic programme in Nigeria, to ensure that the standard of ODL programme and practice in NUC are consistent with global best practice, and to engage in other activities that will facilitate access to quality university education in Nigeria (NUC),

Having observed that distance education material development tends to follow a similar process from institution to institution, COL (2001) recommended the putting up of quality control measures as follows:

- i. Bringing together of trained course writers and content experts to complete writing modules as much as they can within the time frames of one or two weeks..
- ii. Revision of the materials after a thorough review by content expert, usually a senior academic staff in the department.
- iii. Review of the materials by a language editor
- iv. Application of common styles and layout templates and graphics to the materials by the distance education unit
- v. Preparation of the materials for publication.

Nonetheless, distance education providing institutions in the country have been working towards the attainment of necessary quality. Quality, according to NOUN Profile (2014), underpins every aspect of the experiences prepared for the enrolled students. The institution collaborates with the Commonwealth of Learning, Canada; the International Council for Distance Education, the African Council for Distance Education and the well-established ODL Universities of the United Kingdom, Hong Kong, India, Australia, South Africa and the Africa Virtual. Apart from general admission requirements, the University of Ibadan Distance Learning Centre selects candidates with O/L qualifications only based on

the performance in Aptitude and Communicative Competence test. The test incorporates elements of computer literacy, familiarity with DLC portal/website (<http://www.dlc.ui.edu.nig>). The University also collaborates with Commonwealth of Learning.

2.2.11 Operational Models in Distance Education practice

A model refers to information, data or principles grouped verbally or graphically and sometimes mathematically to describe certain things, ideas and phenomenon. It is the essence of learning and a briefly and clearly stated thinking of specialists. As asserted by Egbokhare (2015), models and approaches to ODL are determined by the philosophy of education of a country, the realities of the global environment, local reality such as the level of technology, local capacity, as well as prevailing cultural and socio-economic order.

Lonarakis (2005) established that distance education has featured a large number of models. The European and North-American models which dominated the early modern era employed seemingly opposite approaches to education in general and to open and distance learning in particular. In the first model, it is largely the materials that do the teaching. The second model that was developed from North-American extension of tradition of taking classes to students in outlying communities used audio and video conferencing to reach remote classroom. In this model, the teacher does the teaching. The first has the advantage of economies of scale, enabling more students to be taught at a small marginal cost, while the second has the advantage of familiarity to tutors and students. Both models have been transformed by the online technologies which supplement other media to facilitate student-tutor interaction. Yet, the first model produces structured student-student interaction. Though, Jocelyn (2005) concluded that models are converging, video teleconferencing could become a substitute for periodic face-to-face to be displaced by computer conferencing.

Lenthel and Routke (2004) however clarified that, North American model generally incorporate technologies than the European model, represented principally by the British Open University. The latter generally established political legitimacy, exploit economies of scale and provide course productions for large scale practice, due to rigorous academic quality controls. According to him, the UKOU's Model of distance education stressed the value of local tutorials and personal contacts with the tutor. In the European model, there were large public service and dedicated institutions engaged principally in print-directed learning, supplemented by radio, video and internet at a distance for a very large number of

students (Barrett, 1999). The British premised her entire educational system on the philosophy of liberalism which emphasizes the development of the intellectual powers of the mind, while the American educational is rooted in the philosophy of pragmatism which emphasizes action and positive usefulness of living.

From the look of things, Nigeria is more inclined towards British / United Kingdom Open University's model in distance education practice. The institutions in the country combine face-to-face contact / interactive sessions at the centre with online delivery. One must not be surprised at this because, the country was colonised by Britain. Despite the economies of scale, distance education offering institutions have not been employing audio and video-conferencing to reach remote classrooms in America and Asian Countries.

Supplementary, industrial and ad hoc models of distance education are identified in literature based on organizational perspective. The first model is also called independent study, self-directed learning and non-traditional open education (Saba, 2011). The second model is associated with mass education where hundreds of students learn in the same programme, using the same content and methods. The institutions that employ this model divide labour into specialised areas such as broadcasting (radio, television, telecommunications, satellite, etc). The emerging ad hoc model allows the institution to play a part in the whole process of learners learning in various ways because it uses technologies to provide individualized learner needs instead of presenting a -one size fits all system.

The three theoretical models that distance education institutions in Nigeria employed in their operations are the correspondence education model, learner-centred model, and the multiple mass media model (NOUN 2013a).

Correspondence Education Model: This oldest model of distance education is widely used and applied in many countries. It incorporates teaching activities of written or printed texts, assignments, correction of assignments, regular and ad hoc correspondence between tutors and students as well as examinations. It was developed ten to twenty years after the examination preparation model that was used for both commercial and humanitarian reasons. Its use commenced in the second part of the 19th century by correspondence school and college such as Toussiant-Langenscheld in Germany, Denmark's Brevskole, Wolsey Hall in England, Ecole University in France and UNISA. The Nigerian universities also started with the Correspondence. Hence, the Correspondence and Studies Unit (COSU) was established by the University of Lagos in 1974. Most distance teaching and open universities in the world used this model though, they claim they are multi-media in operation. Its features include openness, flexibility, learner-centeredness etc.

The correspondence model of distance education permits learners to study recommended texts and literature with the view to discussing texts and literature with others. Similarly, the institution provides comprehensive information about examination regulations and recommended texts. This flexible and open model was developed by the University of London, founded in 1825, for those who could not enrol at the university because they lived far away in the colonies of the British Empire. The College of the University of London and the Regents University still practise this mode. The Chinese government also premised her programme after this model.

Learner-Centered Model: This places much importance on the learners' success in their learning programme. It is usually adopted to reach out to students as a substitute to campus-based instruction with fixed schedule, place, programme, and structures. With this model, students study independently at home, meet the assigned tutor individually about once a month for counselling, mentoring, and guidance. They study the agreed-upon literature, sometimes attend a course in local educational institutions, and use learning resources offered by their college, for example, small group meetings, online courses, and learning packages special for distance learning. The longest and most successful experience of an institution which makes use of this model is the Empire State College, New York. Within 26 years, the college had produced 30,000 graduates. This model is noted for openness, flexibility and learner-centeredness. With improved technological deployment and reduction of face-to-face contact, distance education offering institutions in the country are gradually inclining towards this model.

The Multi-Media Model: Though it emerged in the 1970s and 1980s, it was developed to perfection by the British Open University. It combines the elements of independent self-study and correspondence education along with the use of radio, television, and provision of learner support at study centres. It involves instructional design, media, pedagogy, testing and institutional researchers which are integrated into the academic structure of institutions. This model has shaped the structure of many distance teaching offering institutions. It is this model that is recommended by the NUC for the open and distance learning providing institutions in the country. It is tagged ICT-Enabled Supported Blended Learning Model (IESBLM)

The Asian Version Group Distance Education Model: This makes permanent use of radio and television as teaching media, through which compulsory classes are organised for a group of students. After the instructor's explanation, they discuss what they have heard on radio and television, write their assignments, and take their tests. With this model, only

lecture notes are given to the students. The Chinese Central Radio and Television University (CRTVU), University of the Air in Japan and Korean National Open University, employ this model continuously, using radio and television, cable satellite and video conferencing system. Apart from openness to degree and secondary school students, the flexibility of the model is impressive, as it overcomes the limitations of time and space, age, occupations, subjects and traditional institutions.

Current Models of Distance Education: According to Peters (2000) cited by Ojokheta,(2009) this include network-based, the technologically extended classroom and the prospect of virtual distance teaching university model. The Network-based Distance Education Model has a high degree of openness and flexibility. The flexibility is due to the emergence of at least 10 virtual learning spaces, each of which challenges the student to develop and practice distinct learning behaviour, learning by searching for information with multi-media, increase communication, collaboration, documentation, exploration, representing learning result, simulation and Virtual reality (Peters,2000a).

The Technological Extended Classroom Teaching Model: It was developed and become important in the United States. The practice is one teacher to a college class or a studio, the instruction is transmitted to two or more other classes by cable, satellite television or video conference system. Keegan (1997) stressed that this model is not efficient (as expected of distance teaching), because the size of the classes that can be connected and their number is limited. Despite the fact that most universities presently use their teleconferencing technologies, the system is not as open as classes are accessible for regular students. Also, the teaching behaviour is not all that flexible as the tutors have to use strategies of classroom teaching.

Integrated Model: This model involves the integration of distance education into the conventional programme of a university to operate on dual-mode basis. According to Adekanmbi (1992), the model is built on the assumption that the distance teaching of a university or school is an extension of an already existing internal teaching programme. With the integration of internal and external teaching, the same members of staff teach and assess both on-campus and distance learning students, courses and examinations. Also, same diploma and degrees are awarded. The accredited integrated or dual-mode universities in Nigeria are, the University of Lagos Distance Learning Institute (DLI); the University of Ibadan Distance Learning Centre (DLC); the University of Abuja Centre for Distance Learning and Continue Education (UNIABUJA CDLCE); Obafemi Awolowo University Centre for Distance Learning (OAUCDL); Centre for Distance Learning, University of

Maiduguri; Centre for Distance Learning, Federal University of Technology (Yola CDLFUTY) and Ladoke Akintola University's Distance Learning Centre.

Prospective Model of Distance Education/ Virtual Distance Teaching University: They use interactive multi-media, CD-ROM, the internet ISDN and talk to other students. For example, the Fern University, Germany, makes use of user-interface and provides students with teaching, research, top news, shops, cafeteria, office, library and information. With this model, teaching can be innovated by combining and integrating activities, in at least, seven new teaching spaces for collaboration, exploration, documentation, multi-media, digitized word processing, simulation and virtual reality.

Process Model: This model, according to Knowels (1973) cited in Ojokheta (2009), is concerned with procedures and resources for helping learners to acquire information and skills. The tutor prepares, in advance, a set of procedures for involving the learners, creates conducive learning climate, mechanism for mutual planning, diagnosis the needs for learning, formulates learning objectives and designs a pattern of learning experience. The learning experiences is also implemented with suitable techniques and materials as well as evaluation procedures

Having recommended this model in lieu of content model, Ojokheta (2009) emphasized that tutors must be seeing as a contingency manager, environment controller and a behaviour-oriented engineer who design in detail the environment of learning and necessary conditions that will help the learners to elicit the desired learning behaviour

ICT-Enabled Supported Blended Learning Model (IESBL): This model emphasizes interactive texts strengthened with CD ROMs, DVDs, USB sticks, e-books, simulations, tutorials, tutors as well as computer-marked assignments. According to Adesina (2015), IESBL model which is recommended by the NUC for the ODL providing institutions in Nigeria neither relies solely on face-to-face nor an entirely online process. It majorly depends on course materials, learning materials in mixed media format, ICT development, face-to-face interaction, strong learner support, formative and summative evaluation and timely feedback. She added that in choosing this model, the current state of physical, academic and infrastructural facilities in Nigerian universities was taken into consideration. According to her, it would have rather been unrealistic to adopt the U.K. options of ODL without due consideration of the challenges of epileptic power supply, inadequate internet bandwidths, and use of technology etc.

The university of Ibadan model, according to Okunade (2015), is patterned along the extant provisions in the National Policy on Education and the NUC (2009) policy guidelines

on ODL practices. With this model, the institution does not discriminate between the certificates and diplomas awarded to students on the conventional and the ODL mode because all conditions from admission to graduation are the same. The academic components like curriculum design, facilitation, examination, grading and computation of results rest entirely with departments and faculties. The components and platforms for delivery of this model are the centre's website, the tablet, continuous assessment platform, online administrative and academic support-library, Diamond Radio, Social media platform, phone contact and support. The two principal models adopted by DLI are:

1. Distribution of correspondence materials prepared by subject specialists to students through the study centres
2. Face-to-face contact session which is divided into induction course, long vacation course, the study centre meeting, weekend seminars and period of field practical

The Obafemi Awolowo University adopted integrated lecture delivery and application of multi-media technology that supports electronic instructional delivery mode. These are complimented by CD-ROMs, ZIP Disks etc. There are student-to student interactions and timely tutor-student feedbacks.

The NOUN Profile (2014) however established that the institution's instructional delivery is modelled after that of the Indira Gandhi National Open University (IGNOU) as presented in figure 2.3

NOUN Instructional Delivery Plan**

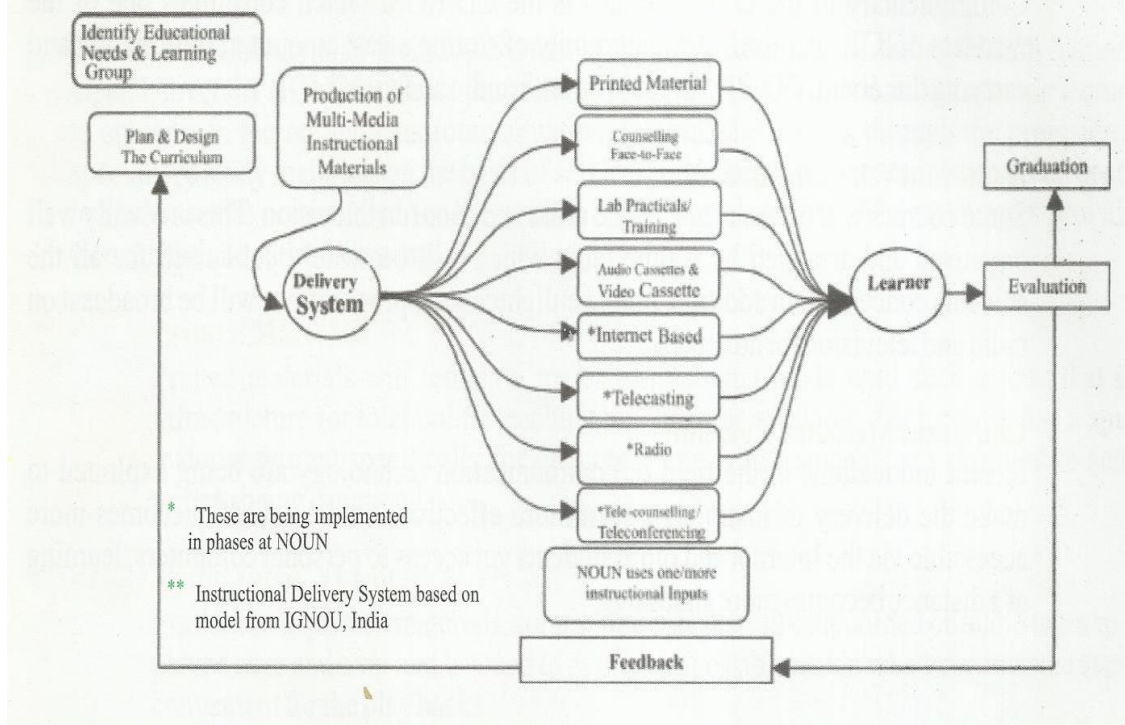


Figure 2.3 The NOUN instructional delivery model

Source: The NOUN Profile (2014)

Figure 2.3 indicates that NOUN instructional delivery model comprised Plan and design, production of multi-media instructional delivery materials; Delivery System comprising printed materials, face-to-face interaction, Laboratory Practical/Trainings, Audio and Video Cassettes, Internet-Based, Telecasting, Radio and Tele-conferencing, Evaluation, and Feedback

Holden, Philip and Westfall (2010), however established that rather than having a single best model of distance learning, quality and effectiveness of the programme are determined by instructional design and technique, appropriate technologies and the quality of interaction. This researcher is strongly of the view that for distance learning providing institutions in Nigeria to make use of the Asian Version Model, Current Model and the technologically extended classroom Model, the challenges of erratic power supply, low internet bandwidths and low-technological know-how must be seriously addressed. Coupled with this, whatever model adopted in the country, learner-centeredness must be emphasised.

Finally, paramount on the selection of model of distance education is the submission of Egbhokare 2015 that models are determined by the philosophy of education of a country,

the realities of the global environment, local realities which include the level of technology as well as prevailing cultural and socio-economic order. He however established that in a country like Nigeria, philosophy and modelling should be sensitive to high incidence of poverty, limited English proficiency, strong traditional culture, poor literacy level, shortage of qualified personnel with technical skills as well as poor supporting technology infrastructure. This is certainly conforms with the justification of Adesina (2015) that the IESBL model was chosen, having taken into consideration, the current state of physical, academic and infrastructural facilities in Nigerian universities. According to her, it would have rather been unrealistic to adopt the U.K. options of ODL without due consideration of the challenges of epileptic power supply, inadequate internet bandwidths, and use of technology etc.

2.2.12 Challenges of Distance Education Programme Implementation in Nigeria

Dated back to the era of correspondence education, distance education practice in Nigeria is bedevilled with innumerable problems. These manifest in most indices of practice identified by Adelokun (2010) as policy statement, objectivity, curricula and institutional offering, students support services, study centre, staff and management/administration. Adekanmbi (1992) disclosed that local correspondence colleges were not successful until the 1960s. He also stated that the problem of getting foreign exchange and cost of books led to the decline of foreign correspondence colleges, while local correspondence colleges were sent parking with the establishment of more schools, change in the secondary school examination years, introduction of the 6-3-3-4 system, emphasis on continuous assessment etc.

The challenges of distance education in Nigeria are identified in literature by various scholars. Nasseh (1997) enumerated lack of proper understanding of the concept, conservativeness, negative attitude towards the programme, inadequate learning resources in quality and quantity, long period for the conduct of examination, young adults as against the original adult beneficiaries, professionalization of ODL, and absence of financial autonomy. Similarly, the National Open University of Nigeria, according to Ajadi (2010), is faced with shortage of trained staff, ICT, problem of power, cost of personal computers and internet facilities in Nigeria. Others are infrastructural challenges, course material development, official and unofficial mind-set. Specifically, the NUC (2009) reported a discrepancy

between policy and practice and declared that distance education programme is below acceptable practice in the dual- mode universities in the country.

The assertion of Nakpodia (2010) that distance education programme constitutes a very small component of higher education provision in Nigeria is corroborated by the NUC (2009) situation analysis of ODL practice in Nigeria. Apart from indicating that the National Open University of Nigeria (NOUN) is currently the only uni-mode University mandated for open and distance learning in the delivery of University education, the report declared that the six accredited dual-mode universities have limited capacities to deliver degree programme through ODL in addition to conventional face-to-face mode.

Also, with regards to instructional delivery, Adelokun (2010) stated that existing literature (Adekanmbi 1992, Igbafe 2001, Osuji 2005) has shown that Distance Learning Institute of the University of Lagos, the National Teachers Institute (NTI) Kaduna, and the Distance Learning Centre of the University of Ibadan are yet to fully embrace the use of other instructional media other than the print to deliver instruction. However, he attributed the continuous use of it to computer illiteracy, high cost of computer, conservativeness of distance teacher on the use of electronic media in ODL, deficiency in the supply of electricity, easier production of print learning package and prevalent of face-to-face contact in study centres. Jegede (2002) equally attribute this challenge to the low penetration of internet estimated to be as low as 15 percent as well as limited access to computers.

With regards to funding of distance education, Adelokun (2010) observed that the institutions relied on the Internally Generated Revenue (IGR) of the tuition fees paid by distance learners to survive. In another vein, Aghenta (1993) in Nakpodia (2010) who observed that the main drive for offering the variant of distance education is financial declared that under such conditions, the quality of course materials and practice tend to stay static or decline overtime. World Bank (2002) established that weak mandate for the programme resulted in insufficient resources that hinder the development of technical expertise.

Adelokun (2010) observed general poor administrative practices in terms of policies, monitoring and finance. The institutions, according to him, operate their programmes as an estate to increase their internally generated revenue (IGR). Aguna (2006) observed that poor planning, recruitment of staff, late production of course materials and non-utilization of experts in the field of educational administration and planning are affecting the proper implementation of the ODL programmes. Also, Ipaye (2007) observed that most

conventional universities became dual, without seeing the need for learner support services in the distance education format they introduce.

With regards to the External Study Programme of the University of Ibadan, Ojokheta (2000) also established that inadequate of funding resulted to lack of permanent staff; the use of make-shift office; inability to have a well-equipped required study centre; late release of results due to non-submission of marks, teaching practice and project grade of individual examiner; changes in academic calendar due to political crises; clash of residential annual face-to-face contact with the conventional programme of the university; failure on the part of the centre to publish all course materials needed by students, inadequate public awareness about the programme and activities of the centre vis-à-vis students' resumption, period for tutorials, change in date of annual residential programmes and fee to be paid.

Nakpodia (2010) enumerated the problems that students of distance education may encounter as costs and motivators, feedback, student support services, alienation and isolation, lack of experience and training etc. Furthermore, Galusha (undated) identified the problems of adult distance learners as domestic distraction and unreliable technology which could make course completion difficult. Stephens (2007) stated that some students attempt distance education without proper training on the tools needed to be successful in the programme. Keegan (1986) in Nakpodia (2010) believed that, the separation of students and teachers imposed by distance removes a vital "link" of communication between the two parties. Nwaocha and Iniyama (2008) asserted that lack of specialist tutor to teach the practical aspects of computer skills coupled with non-availability of computer and allied tools at the centre actually militate against the goals and objectives of ODL in Nigeria.

NOUN (2013b) identified quality assurance as major problem against the general acceptance of ODL in Nigeria as an alternative educational delivery. Ambe-Uva (2007) stated that to a certain extent, distance education in particular in its institutionalized form is not all or is only marginally registered by the academic community. Distance education is still ignored by conventional university system in Nigeria. In the same vein, Borishade (2007) observed that some employers and the Teaching Service Commission do not upgrade their staff who had acquired additional qualifications through ODL.

Problems of distance education include irregular electricity supply, lack of libraries, inequality in the society, cost of distance education, drop-out rate, poor societal perception, lack of counselling services to DE students, lack of qualified tutors with e-learning teaching skills, deficiency of postal services, and infrastructure, (Igbafe Eucharia Chinwe). Ajadi

(2009) established that apart from the fact that the poorly equipped centres find it difficult to link up with the headquarters at appropriate time, course materials printed are not evenly made available

A few other challenges of ODL in Nigeria as identified by Egbhokare (2015) are: how to scale up enrolment to a sustainable level in an orderly manner and manage ensuing numbers without compromising quality, how to create access to engaging, interactive and qualitative content, how to provide access in a flexible, cost effective and culturally appropriate manner, how to improve computer literacy of applicants and prepare them to engage the distance learning environment, how to provide support to students on and off-line for a productive and fulfilling learning experience; how to ensure that capable and adequately trained tutors and mentors, course developers engage learners; how to provide up-to-date and qualitative content for use in learners; how to minimize the need to physically displaced person; how to ensure that learners are treated with dignity; and how to meet the criteria for accreditation of programmes.

However, worth considering is the recommendation of Ojokheta (2009) that distance learning institutions should begin to pay more attention to utilitarian education or to courses aimed at the development of technical skills; consider the process model of education rather than the content model; replace norm-referenced evaluation with criterion-referenced; incorporate the concept of educational accountability in the implementation of their educational programmes; pay more attention to competency-based education; make use of instructional techniques such as discovery, discussions, group project, committees, and team learning for the delivery of the content of their academic programmes

2.3 EMPIRICAL REVIEW OF LITERATURE

2.3.1 Effectiveness of Distance Education

The rationale behind distance education is that effective learning can take place when interaction between students and teachers are mediated by one or more media. This has been found effective in many large distance education organizations because computer technology makes it possible for students and tutors to make contributions to a seminar or any other discussion at any time that suits them. Apart from making group work in distance education acceptable to adults with jobs, families and various other commitments, it strengthens flexibility in adult education and caters for collaborative learning (Holmberg, 2005).

The effectiveness of distance education is somehow controversial. Some scholars contended that new technologies coupled with the advancement in the schools understanding, curriculum design and experience, makes effectiveness of distance education equal to or better than the traditional face-to face classroom (Sooner, 1989). Contrarily, other scholars upheld that no matter how sophisticated the distance education programme becomes, there will never be a replacement for tutor-student and student-student interaction prevalent in the traditional classroom setting (Abraham, 1998).

Scott (2012) however opined that effectiveness is measured by students' learning outcome, perception and satisfaction with the programme. Jeffrey stated that five of the ten peer-reviewed journal articles revealed that distance education is as effective as the conventional classroom education while the other five contended that the traditional classroom is the superior form of education. Yet, the articles of Vamoi, Pierce and Slotkin (2004), Tomei (2006), Ponzurich, France and Logar (2000), Dellan, Collins and West (2000) supported the effectiveness of traditional classroom. Though findings indicate that students preferred traditional classroom study over distance, there was no significant difference between the grades of the two delivery styles. The findings of Vamoi (2004) reveals that student satisfaction with distance learning programme was significantly lower than that of the traditional classroom with regards to course content, the ease of learning the course and the effectiveness in learning the course materials. Tomei (2006) discovered that approximately 14% more hours were required to teach the same number of students online than offline. Beard et al (2004) discovered that distance learning students prefer interaction with the instructor than the traditional classroom offer. Ponzurich (2000) found that only 10% preferred distance learning, while 43% responded that they like the student-teacher interaction offered in the traditional classroom. Based on his findings that multi-media instructional technique enhanced distance learners learning outcomes in social studies, Adalakun (2010) advised the government to come up with a mandatory policy for the NTI and other distance teaching institutions to use it in their programme.

The articles of Spooner (1999) and Jackman (2000) contended that distance delivery mode is as effective as classroom education. Sooner (1999) sampled 85 students, Braun (2008) used 90 students, Swan et al (2000) sampled 623 secondary education students and Warren (2005) and Spooner (1999) utilized 52 and 123 graduate students. Swan et al (2000) compared mean GPA of the two samples in order to ensure that one historically did not receive better grades prior to the introduction of distance education. Warren (2005) carried out pre and post-assessment of the course to examine level of expertise in competencies and

objectives. His findings indicated that there was no significant difference between face-to-face portion and learning outcome in distance education. Braun (2008) also surveyed students utilizing a 7-point Likerty type scale. The findings of Spooner (1999) revealed that students who had credit in at least one distance learning class, had significantly higher average in the capstone class than those students who attended traditional classes. The research by Swan (2000) demonstrated that instruction by distance education yielded no difference in GPA for students when compared to students in the traditional classroom.

2.3.2 Cost Effectiveness and Distance Education

Cost effectiveness, one of the three principles upon which distance education is laid, is controversial among scholars (COL, 2001). No government or any individual would ever venture into anything that is not cost effective. This explains why the Ashby Commission of 1959 also looked into the possibility of maximising the potentials of educational television and the general use of the broadcast media. Cost effectiveness, according to COL (2001), dealt with cheapness of educational provision in terms of per student costs. Having described cost effectiveness as the capacity of a system to attain the goals determined by the cost system, Haulsmann (2000), explained that it maximizes the ratio of outcomes/cost of inputs.

Akinleye (1995) and Borode (1998) contended that distance education is cost effective, while World Bank (2002) established that it is not. COL (2001) sees the programme as cost effective system of instruction that is independent of time, location, pace and space; It can be used for full-time, part-time, graduate and undergraduate and continuing education programmes. Akinleye (1995) established that the potentials of instructional television to upgrade instruction, lower cost and improve access to education have a number of implications for decision makers in education enterprise. The findings of Borode (1998) established that economic benefits of sandwich programme were consistently greater than those of the B.Ed. programme of the Ondo State University.

On the other hand, as asserted by COL (2001), there is little evidence at global level that distance education is more cost-effective than face-to-face education. Barreti (undated) stated that the programme is not necessarily a cheap option because many students pay more than on-campus courses. Furthermore, distance learning students sometimes do not receive the same access to library facilities. The cost of the hardware, according to World Bank (2002), represents about a quarter of the total cost of introducing technology to the classroom.

Distance education system, no doubt, has higher fixed and variables costs than the conventional alternatives. Therefore, it can achieve economic of scale if there is large scale enrolment. To achieve this in Nigeria, definite policy guidelines to boost enrolment must be enacted, there must be intensive awareness programme, improved quality assurance, enrolment-drive programme by distance learning providing institution.

2.3.3 Learners Independence /Autonomy and Distance Learning

Distance Education Programme aims at making students responsible for their own learning and work at their own pace and place. As established by Aderinoye (1992), it is the writing of Wedemeyer (1992) that popularized the concepts of independent study, open learning and distance education.

The notion of learner's autonomy, according to Farquhar (2013), was first identified by the humanistic Psychologist, Carl Rogers. Autonomy, according to him, is the natural expression of an inner subjective existential freedom that is not reconcilable with behaviourism. He, however, described a learner with a high level of autonomy as one who has the ability to self-direct and complete course with a minimum of prompting dialogue, emotional support from other classmates or the instructor. The practice of distance education, according to Holmberg (2005), was premised on the principles of student's independence or self-choosing pacing of the study and individual or group learning.

Pyari (2011) stated that Wedemeyer (1977) defined independent study as the teaching/ learning arrangements, in which the tutor and learner carry out their essential tasks and responsibilities apart from each other, communicating in a variety of ways. In the same vein, the characteristics of independent learner are given by NOUN (2013b) as self-reliant, ability to make informal decisions about their learning, awareness of their strengths and weaknesses, combination of classroom learning with the real works, taking responsibilities for their own learning, planning their lessons and setting goals, reflecting on the learning process and their own progress.

Wedemeyer, according to Salawu (2006), established that autonomy aims at giving distance learners the capacity to carry out self-directed learning, the ultimate maturity required of the educated person. However, learner's autonomy in distance education is not absolute as indicated by scholars. Clarification as to the extent of independence/autonomy in distance learning is made by Pyari (2011), Holmberg (2008) and Weingartz (1980).Pyari (2011) stated that learner's autonomy allows him to take much greater responsibilities for learning. Holmberg (2008) described it as autonomous execution of study based on

prescribed curricular under the guidance of a tutor and autonomous project work. Weingartz (1980) and Holmberg (2005) however made clarifications that independent study does not imply unlimited freedom but a differentiated guidance of learners, engaging students and tutors together. Though distance study is usually self-study, Holmberg (2005) established that it involves two-way traffic through the written or mediated interaction between the students and their tutors and other stakeholders.

Drunica, Fredrick, Garz and Dieterschule(2003) submitted that distance education involves production of materials, interaction with a computer programme and communication between human beings. Pyari stated that the careful study of students' autonomy and its limits in distance education carried out in 1990 by Monica Weingartz shows that almost 25% of the organizations studied promoted a high degree of autonomy, whereas 70% per cent of them applied personal tutoring and counselling. She concluded that selected individual control measures of the kind mentioned are essential for students' autonomy (Weingartz, 1991 in Holmberg 2008).

To promote independent study, NOUN (2013b) recommended that tutors can give learners the opportunity to make choice, encourage collaborative learning, set learning goals, use authentic texts, involve learners in lesson planning, encourage learners to keep personal diaries, build reflections and extensions into activities.

It must be mentioned that learners' autonomy can be achieved in distance education practice in Nigeria, if there is strict implementation of the NUC guidelines under nature of ODL. It states that interactive texts should be augmented with CD-ROM, DVD or USB sticks to deliver, E-Books, Simulations,; assessment etc.; students should not be required to attend classes or have face-to-face contact unless there are cogent reasons such as examinations, periodic facilitation and practicum; the programme should be based on a resources-led instruction rather than face-to-face interaction.

2.3.4 Face -to-Face Interactions and Distance Education Programme

Having established that in principle and practice, distance education can be supplemented by occasional face-to-face sessions in lecture rooms and laboratories, Holmberg (2005) stated that it can be used as introduction to individual distance learner and as refresher courses before examinations. Lentel and Routke (2004) also revealed that the United Kingdom Open University's model of distance education stressed local tutorials and personal contact with a tutor. Based on the review of Holmberg's theory of Didactic Conversation, Stewart's Theory of Continuity of Concern and Baath's Theory of two-way

communication, the National Open University of Nigeria summed up that, there is a crucial need for face-to-face tutorial meeting with fresh distance learning students. This may be reduced after the completion of first semester, while free telephone service may perform a guided didactic conversation between tutors and the learners.

Furthermore, having argued that distance education offering institutions are essential, Pyari (2011), declared that no matter how sophisticated the design and vast the rich materials of the programme may be, the learners need human versatility to satisfy their needs and bail them out of difficulties. As social beings, no technology regardless of its interaction ability can serve as perfect substitute for human interaction. Wills (1998) emphasized that the use of study centres tutor-student and student-student interaction in distance teaching. NOUN (2013a), however, stated that study centres are resource places, where students pick up course and other materials, interact with instructional facilities and tutors, student counsellors, centre directors, have access to internet browsing, e-mail, library and a range of communication channels.

2.3.5 Research Methodologies in Distance Education

Despite the growth of distance education in higher institutions, Nasseh (1997) declared that few researchers examine students learning experiences, effectiveness of instructional methods, strengths and limitations of the programme. However, new six categorizations that came out of the works of Sherry (1995), Phips and Merrisotis (1999) are: design, development, management, evaluation, institutional and operational as well as theory and research related topics.

Panda (1996) stated that qualitative research influence independent learning more than quantitative approach. Yet, 2/3 majority of respondents advocated a mixed approach of qualitative and quantitative methods in research, 2/5 respondents upheld the view that the method followed depends on the research problem itself, and 1/5 felt qualitative research should be expanded. Researches in distance education, however, follows the conventional process in the selection of problem, formulation of hypothesis and research objectives, research questions, data collection, testing, analysis and drawing conclusions. Since distance learning is non-contiguous, application of qualitative research design and methodologies are likely more appropriate than quantitative design. When research is designed to examine distance students study habits, learning structures, learning contexts and how to improve upon all elements geared to meeting the needs such as course design, development and

delivery and related-support systems, qualitative research methodologies tends to be more appropriate.

Report findings of the survey research carried out by Pass and Mishra (2004) indicated that 80% of the distance education experts interviewed emphasized that contemporary research should be related to design, development and effectiveness of materials, use of media by students, organization of radio and TV programmes, teleconferencing, audio-conferencing and each modality's effectiveness; 60% advocated research conducted on examining learner and learning (learning styles, factors that motivates students to learn), research on how students learn through various media; more than 50% opined that research should examine evaluation processes.; 30% advocated further research on student support services. 25% upheld that the basis of research should depend on individual and institutional practices; 13% felt that research should focus on distance learning, planning and management. 13% of the respondents emphasized research on staff development.

Coldeway (1982) observed that there is no clear paradigm for research in distance: Some institutions are said to be averse to defining boundaries and variables clearly. Analysis of research topics by Lee, Driscoll and Nelson (2004) indicated that approximately 102 (27%) were classified as design topics, 33(9%) as development topics, 38 (10%) as institution and operation topics and 118(31%) as theory and research topics.

2.3.6 Prospect of Distance Education Practice in Nigeria

The report of Onuka (2003) on an evaluative study of students perception of the problems, prospects and viability of distance education indicated that the programme is a viable alternative to formal higher education (72%), more convenient for the people since its time-table is flexible (92%), students study at convenience (81%); more people can access education through the programme (82%); the content is comparatively relevant (92%). The report also revealed that the programme required little absence from work (91%), required minimal absence from family (95%); tremendously reduced campus cults violence (65%); made teaching easy and effective (75%) through electronic and print media; brought education to one in his home (91%); enhanced easy funding (82%), hinges success on personal efforts (75%) and the programme is sustainable (92%).

There is no gainsaying in the assertion of Jegede (2005) that ODL has developed from the correspondence courses to a full-fledged modern day-technology facilitated,

flexible and learner driven, self-directed learning, which involves learners who are often in locations remote from the tutorial facilitator. Similarly, relevant is the NOUN (2013a) submission that, there is prospect for distance education in Nigeria as long as there is unsatisfied demand in higher education provision in Nigeria, as long as information technology continue to revolutionize teaching and learning and as long as the drive of every modern society is to build an economy that lay emphasis on knowledge and information acquisitions

2.4 Appraisal of Literature Review

The literature reviewed revealed that the International Council on Distance Education (ICDE) officially adopted the name 'Distance Education' in 1982 when the various nomenclatures which incorporate one aspect or the other of the programme did not define the practice. It also identified the five generations of distance education at global level as the correspondence, multi-media, tele-learning, flexible learning and the intelligent flexible learning. Distance education in Nigeria, which dates back to 1887, was adopted by the federal government to widen access to quality education and provide equitable educational opportunities to those who could not acquire university education.

Apart from the fact that up till 1987 that marked a century of its introduction into the country, the foundation for the programme had not been fully laid, the programme is criticized of low quality learning, unethical practices as well as mismatch between theory and practice. Despite the fact that the reservation for the viability, integrity and practice of the distance education programme can militate against its success, previous studies largely focused on retention and failure of the programme, the transformation of Correspondence Education to Distance Education, Cost Effectiveness of Instructional Television, Comparative benefit analysis of Sandwich and Conventional Degree Programme, Some selected Predictors for motivating Distance Learners in distance teaching universities etc. To fill the gap, this study was, therefore, designed to investigate evolution, practices and challenges of the undergraduate distance education programme in dual-mode federal universities in South-Western Nigeria within the four decades of its existence (1974-2014). This is in order to determine the extent to which the programme has evolved; the commitment and compliance of the sampled institutions with the NUC policy guidelines, trend and status of enrolment as well as the challenges of programme implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology of the study. It discusses the research design, population of the study, sample and sampling techniques, research instruments, validity and reliability of instruments, data collection procedures and analysis

3.1 Research Design

The researcher adopted historical and descriptive survey methods for this study because Nachmas and Nachmas (1996) in Olayinka and Owumi (2006) contended that no singular method may furnish the researcher with the required data. The choice of these designs stemmed from the assertion of Turney and Robb (1971) in Olayiwola (2004) that historical research allows us to determine what has led to the existing circumstances and prepares the way for descriptive research which makes it possible to determine what actually exists now.

Historical design, according to Onifade (2004), is meant to know the origin of facts about a tribe, a person, events, institutions (Obaship, college, university) or place (village, town, city, country). This research method requires a systematic search for document, exhibit (stone, skeleton, paintings) and old people. However, Osokoya (1996) asserted that the chief goal of historical research is to make a systematic and objective evaluation, synthesize evidence to establish facts and draw conclusion about past events. Also, Sarumi in Sarumi, Balogun and Lawal (2004) submitted that historical research does not only lead to the establishment of what were (events of the past) but also their explanation (the how and why) of how the events came to pass and their assessments (how important they were). Olayiwola (2004) upheld that the knowledge generated thorough historical research can guide the policy makers in some strategic and sensitive decision. On the other hand, descriptive survey method is described by Olayiwola (2007) as a collection and analysis of data for the purpose of describing, evaluating or comparing current or prevailing events and occurrences. Osokoya (1996) however clarified that descriptive design involves collecting data in order to test hypothesis or answer questions concerning the current status of subject of study.

Historical and descriptive survey methods were adopted to collect data on this study. The historical design was employed by the researcher to trace the evolution of the undergraduate distance education programme of the distance learning centres of the

University of Lagos, University of Ibadan and Obafemi Awolowo University selected for the study, while descriptive survey research design was used to investigate the practices and challenges of programme implementation. Data on the historical aspect of the study was generated from both primary and secondary sources, while structured questionnaires were used to collect data from the tutors, administrative staff and students on the descriptive aspect.

Primary data on this study were oral interviews with the directors of the centres, archival materials of the National Universities Commission (NUC) and data on enrolment, admission requirements and courses offered as collected from the DLI record office, UIDLC database and OAUCDL programme office. Secondary sources used included relevant textbooks, journal articles, bulletins, periodicals, unpublished Ph.D. Theses etc. Though, secondary data is not as reliable as the primary data due to probability of distortion or inaccuracy, it was used in this study to complement the latter.

3.2 Population of the Study

Population of the study were all directors, administrative staff, tutors and undergraduate students of the University of Lagos, University of Ibadan and Obafemi Awolowo University Distance Learning Centres.

3.3 Sample size and Sampling Technique

Multi-stage sampling procedure was adopted for this study. 3 directors, 30 administrative staff, 72 tutors and 959 distance learning students were involved in the study. Firstly, the University of Lagos Distance Learning Institute (DLI), the University of Ibadan Distance Learning Centre (DLC) and the Obafemi Awolowo University Centre for Distance Learning (OAUCDL), Ile-Ife, were purposively sampled. The Centres of the institutions were sampled because they are three of the six federal universities initially accredited throughout the country by the National Universities Commission to offer distance education at diploma, undergraduate and postgraduate levels. Secondly, convenience sampling method was used to select the 3 directors and 30 administrative staff that participated in the study. They were sampled by virtue of their office, qualification, involvement and experience on distance education practice. Thirdly, there was a random picking of four out of the five programmes (Education, Administration/Management Sciences, Social Sciences, Arts, Sciences and Applied Sciences) that were approved by the National Universities

Commission to be offered through the ODL mode within short to medium term of 2009-2015.

Lastly, based on their involvement in the programme and willingness to participate, questionnaires were administered to 100 tutors and 1200 student respondents. The participants were randomly sampled across the courses being offered by the centres and the four programmes (Arts, Education, social sciences and Management sciences) that were randomly selected for the study.

3.4 Research Instruments

The four instruments were personally designed and used for this study are:

- (i) Interview Schedule for Directors of Distance Learning Centres (ISDDLDC)
- (ii) Administrative Staff Questionnaire on the Practice of the Undergraduate Distance Education Programme (ASQPUDEP)
- (iii) Tutors' Questionnaire on the Practice of the Undergraduate Distance Education Programme (TQPUDEP)
- (iv) Students' Questionnaire on the Practice of the Undergraduate Distance Education Programme (SQPUDEP)

3.4.1 Interview Schedule for Directors of Distance Learning Centres (ISCDLC)

This instrument was self-designed by the researcher to elicit information from the directors of distance learning centres through in-depth interview on the research questions raised in the study. It comprised sections A and B. The first section of the instrument comprised demographic data such as name of the centre, name of director, rank of the director, duration of directorship and experience as distance educator. The second section covered evolution, institutional commitment to distance education offering, evaluation and assessment procedures, capacity development, quality assurance mechanisms, students' enrolment, level of compliance of the institutions with the NUC guidelines, and the challenges of programme implementation.

Validity and Reliability of ISCDLC

The interview schedule for the directors of the sampled distance learning centres that was personally designed by the researcher, based on the research questions, were made available to the researcher's supervisor and two experts in the then Department of Teacher Education to assist in establishing the content validity. The instrument was revised based on

their observations. For pilot testing, the instrument was administered to the tutors of the National Open University of Nigeria, Ibadan Centre, who were not part of the study. It was restructured based on the corrections made before the researcher conducted interviews with the directors.

3.4.2 Administrative Staff Questionnaire on the Practice of the Undergraduate Distance Education Programme (ASQPUDEP)

This instrument was personally designed by the researcher and comprised three sections. Section A solicited for demographic data of the administrative staff such as name of university, department/unit, designation, rank, and gender. Other sections comprised instituted quality assurance mechanisms and implementation challenges. The instrument consists of 20 items based on 4 point Likerty scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) graded 4,3,2,1. Sections B and C comprised 11 and 9 items respectively.

Validity and Reliability of ASQPUDEP

The instrument was validated by two lecturers in the Department of Teacher Education and a lecturer each of the Department of Adult Education and the Institute of Education, University of Ibadan, to establish the content validity. Their corrections and suggestions were effected before the production of the administered copy. For pilot testing, the instrument was administered to the administrative staffs of the National Open University of Nigeria, Ibadan, who were not part of the study. The Cronbach Alpha was used to test the instrument and a reliability co-efficient of 0.87 was obtained.

3.4.3 Tutors' Questionnaire on the Practice of the Undergraduate Distance Education Programme (TQPUDEP)

This instrument was personally designed by the researcher. It comprised sections A-C. Section A focused on demographic data of the tutors such as name of institution, gender, department, rank, area of specialization, courses being handled and experience as distance education tutor. Sections B and C respectively dealt with capacity development and quality assurance measures employed by dual-mode federal universities respectively. This 16-item instrument was based on 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) graded 4,3,2,1.

Validity and Reliability of TQPUDEP

The instrument was validated by two lecturers in the Department of Teacher Education and two experts in the Institute of Education, University of Ibadan, to establish the face and content validity. Based on their advice, related items were grouped together, repeated items were removed and ambiguous statements were restructured. The instrument was pilot-tested on 20 tutors of the National Open University of Nigeria who were not part of the study. The Cronbach Alpha that was used to test the instrument yielded reliability coefficient of 0.75.

3.4.4 Students Questionnaire on the Practice of the Undergraduate Distance Education Programme (SQPUDEP)

This instrument which was personally designed by the researcher contained sections A-C. Section A elicited demographic data of distance learners such as name of centre, department, gender of respondent, mode of study, course of study and level. Sections B, and C respectively addressed continuous acceptance of undergraduate distance education and support services being enjoyed by the students. The instrument consists of 24 items based on 4 point Likert scale of Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) graded 4,3,2,1. Sections B and C comprised 11 and 13 items respectively.

Validity and Reliability of SQPUDEP

To establish the content validity, the instrument was made available to two lecturers each in the then Department of Teacher Education and the Institute of Education of the University of Ibadan. The instrument was restructured based on their advice, and it was pilot-tested using the students of the National Open University of Nigeria, who were not part of the study. The Cronbach Alpha that was used to determine the reliability of SQPUDEP yielded reliability co-efficient of 0.76.

3.5 Methods of Data Collection

The data collection procedures on this study involved presentation of letter of introduction duly signed by the Head of the Department to the directors of the sampled centres to get official approval to carry out the research. This was followed with the training of research assistants, conduct of interview with the directors of the sampled distance learning centres, administration and retrieval of the instruments administered to the tutors,

administrative staff and students of the centres and collection of archival materials on enrolment, admission requirements, course offering etc.

To seek official permission for data gathering, the researcher went to the directors of DLC, CDL and DLI respectively on 4th April, 18th April and 16th June, 2016 with the introduction letter duly signed by the Head of the then Department of Teacher Education, University of Ibadan. The Directors of the OAUCDL, UIDLC and DLI respectively granted approval on 20th April, 22nd April, and 23rd June, 2016. After the official permission by each director, the researcher booked a date and time for the interviews which were conducted personally, and at different times by the researcher. It was conducted with the Director of the OAUCDL on 25th April, 2016; Director of the University of Lagos DLI on Saturday 23rd July, 2016; and Director of the UIDLC on 29th November, 2016. The interviews were documented with stationeries and audio-visual recorder to correlate facts.

The researcher selected and trained three graduates as research assistants. During the one-week training at the University of Ibadan, the researcher carefully explained the objectives of the study as well as the items in each of the instruments to the assistants to avoid misinterpretation. The researcher and his assistants used to go to the centres of the sampled institutions together. To get the desired cooperation and objective response to the items of the instruments in each of the sampled centres, before administration, the researcher and his assistants explained the contents to the participants. The instruments were administered at each centre at convenient period before or after the interactive sessions. The interactive sessions of the DLI was alternated for programmes on weekend basis. Therefore, administration of the instrument to the students of the centre lasted three Saturdays. It was administered to Public Administration students on 2nd July, 2016; Accounting, Economics and Business Administration students on 8th July 2016; and B.Sc. Biology, Chemistry, Physics and Mathematics Education students on 14th July of the same year. The instruments for the administrative staff and tutors were administered on 15th and 22nd July, 2016 respectively.

Instruments were administered to the administrative staff and tutors of the OAUCDL between 25th April and 6th May, 2016, while it was administered to the Nursing Science, Accounting/ Management and Economics students on 5th November, 2016. Also, questionnaires were administered to the UIDLC Administrative staff and tutors between 18th July and 5th August, 2016, while it was administered to the distance learning students as follows:

- i. Psychology, Guidance and Counselling - 5th August, 2016
- ii. Political Science, Economics, and Geography - 10th August, 2016

- iii. Adult Education, Educational Management and Special Education- 26th August, 2016
- iv. Teacher Education and Social work - 7th September, 2016
- v. Philosophy and Public Affairs, Communication and Language Arts - 14th September, 2016.

In all the centres, to minimise loss or misplacement of the instruments, the researcher and the assistants retrieved the administered instrument on the very day of administration. In case the respondents did not have time for immediate response, time and appointed date were kept. Instruments were retrieved as follows: 77 out of the 100 administered to the tutors, 30 out of the 42 administered to the administrative staff, 959 out of 1200 administered to distance learning students. Lastly, the researcher collected raw data on admission requirements, course offering and enrolment from the admission offices, DLI records office, UIDLC data base and OAUCDL programme office.

3.6 Methods of Data Analysis

A mixed approach of qualitative and quantitative analyses was used to analyse the data collected on this study. Therefore, historical and descriptive methods were employed. Content analysis of the data that were obtained through historical method was done by correlating facts and interpreting the evidence available to the researcher. On the other hand, the quantitative data that were collected through the questionnaires that were administered to the tutors, administrative staff and distance learning students were analysed, using the statistical technique of frequency counts, percentage, mean and standard deviation. Findings of the study are presented chronologically in periodic order in form of tables and histograms.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents the results and discussion of findings of the study on evolution, practices and challenges of the undergraduate distance education programmes in dual-mode federal universities in South-Western Nigeria, based on the research questions raised. The first section of the chapter presents the analysis of demographic data of the students and tutors, while the second section presents the findings and discussions on the study in the order of the 12 research questions raised.

4.1 Analysis of Demographic Data

Table 4. 1: Distribution of Students by Gender and Centre

Institution	Gender	Frequency	Percentage (%)
UNILAG DLI	Male	188	58.9
	Female	131	41.1
Total		319	33.4
UI DLC	Male	231	54.5
	Female	193	45.5
Total		424	44.2
OAU CDL	Male	73	33.8
	Female	143	66.2
Total		216	22.4

Table 4.1 indicates that out of the 959 students of the DLI, DLC and CDL sampled on the study, 492 (51.30%) were males while 467 (48.70%) were females. At the centre level, the 319 respondents of DLI comprised 181 (58.9%) males and 131(41.1%) females, the 424 of DLC was made up of 231 (54.5%) males and 193 (45. 5%) females, and 216 of the CDL comprised 73 (33.8%) males and 143 (66.2 %) females

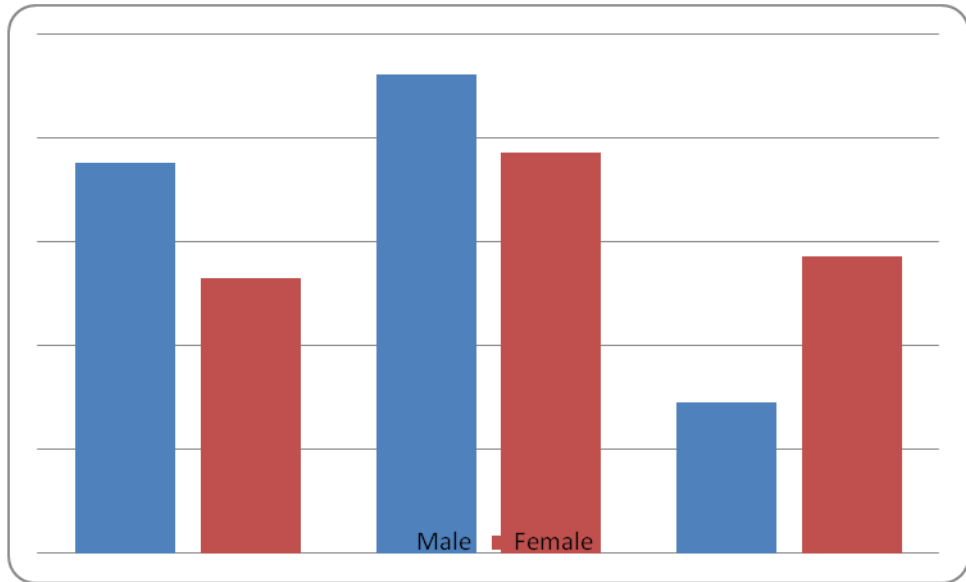


Figure 4.1: Sampled students by Centre and Gender

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Table 4. 2: Sampled Student-Respondents by course and level

Course	UNILAG DLI					UI DLC					OAU CDL						
	TL	LEVEL				TL	LEVEL				TL	LEVEL					
		200	300	400	500		200	300	400	500		200	300	400	500		
Business Admin.	105	7	28	61	9												
Public Admin.	130	-	9	115	6												
Biology Education	34	4	5	15	10												
Chemistry Education	19	-	19	-	-												
Physics Education	22	-	6	16	-												
Mathematics Education	9	-	9	-	-												
Psychology						158	145	6	3	4							
Political Science						18	10	2	4	2							
Economics						55	15	30	4	6			-	-	-		
Adult Education						5	1	1	2	1							
G & C						34	2	4	8	20							
Educational Management						16	7	4	1	4							
S/Work						42	10	18	12	2							
Special Education						7	1	1	2	3							
Teacher Education						33	4	3	19	7							
Com. And Lang. Arts						5	2	3	-	-							
English						44	15	21	3	5							
Geography						4	-	2	2	-							
Philosophy and Public Affairs						13	2	6	5	-							
Accounting/Management											57	-	38	19	-		
Nursing											143	48	45	50	-		
Economics											16	16					
Total	319	11	76	207	25	434	214	101	65	54	216	64	83	69	-		

Table 4.2 indicates the distribution of the 959 students sampled by course and level in the centres of the three dual-mode universities selected for the study. The 319 students of the University of Lagos DLI sampled comprised 11 (3.45%) 200 level, 76 (23.32%) 300 level, 207 (64.89%) 400 level and 25 (7.84%) 500 level. The 424 students of the University

of Ibadan DLC sampled comprised 214 (49.30%) 200 level, 101 (23.27%) 300 level, 65 (14.97%) 400 level and 54 (12.44%) of 500 level. Lastly, the 216 students of the OAUCDL sampled comprised 64 (29.62%) 200 level, 83 (38.42%) 300 level and 69 (31.94%) of the 400 level students.

Distance learning students of the three Centres were also sampled across courses as follows: The 319 students of DLI comprised 105 (32.92 %) Business Administration, 130 (40.75%) Public Administration, 34(10.66%) Biology Education, 19 (5.96%), Chemistry Education, 22(6.89%) Chemistry Education, and 9 (2.82 %) Mathematics Education. The 424 students of DLC of the University of Ibadan were made up of 158 (36.40%) Psychology, 18(4.14%) Political Science, 5(1.15%) Adult Education, 34 (7.83%) Guidance and Counselling, 16 (3.67%) Educational Management, 47(10.83%) Social Work, 7(1.61%) Special Education, 33(7.60%) Teacher Education, 3 (0.69%) Communication and Language Arts, 44(10.13%) English, 4 (0.92%) Geography, and 5 (1.15%), Philosophy and Public Affairs. Lastly, the 216 OAUCDL students sampled comprised 57(26.39%) offering Accounting and Management, 143 (66.20%) Nursing and 16 (7.08%) Economics.

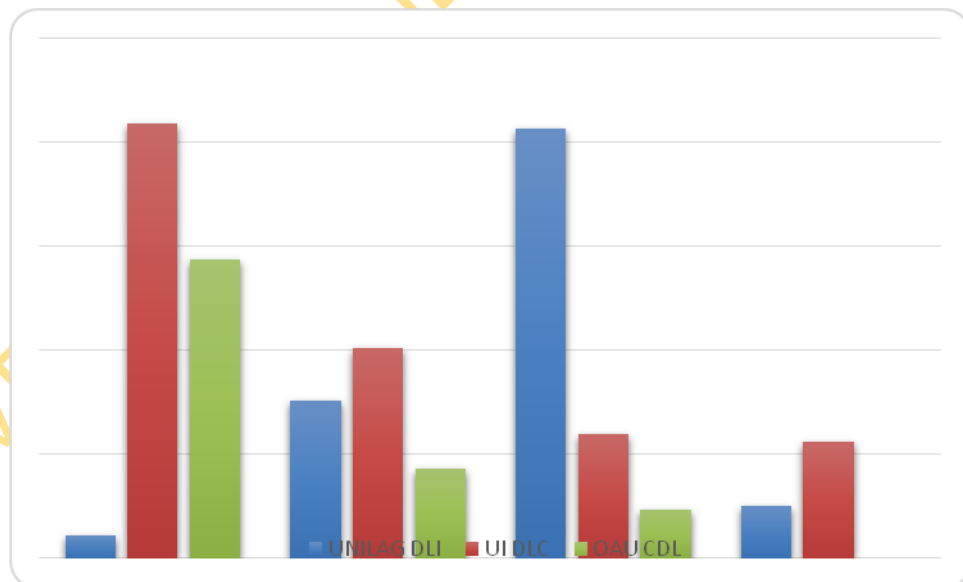


Figure 4.2: Distribution of Sampled students by Centre and Level

Table 4.3: Distribution of Sampled Tutors by Gender, Rank and Experience

Institution	Courses	Gender		Rank						Years of Experience			
		M	F	Prof	Reader	SL	L1	L11	1-5	6-10	11-16	16+	
DLI	B. Admin	4	1		1	3	1			3			
	P. Admin	3	2	1		1	-	3	13	1		1	
	Philosophy	1	1				1	1		1		1	
	English	1	1	-		1	1			1			
	Law	1	1			1		1	1	1			
	Edu/Maths	1	-					1	1				
	Edu/Chem.	2	1	-	1	2			1	2	1		
	Total	13	7	1	2	8	3	6	6	9	2	3	
UIDLC	Soc. Work	3	1	1			1	2	2	1		1	
	Teacher Edu	13	2	3	2	5	5			8	2	5	
	Edu. Mgt	3	1			1	1	2		2	2		
	CLA	3				1	2			2	1		
	Economics	5		1		2	2		1	4	1		
	Psychology	2		-		2					2		
	G & C	2		-		2				2			
	English	1		-				1	1				
	Linguistics	1						1	1				
	Sociology	1						1	1				
	Adult Edu.	3	1			2	1			3		1	
	Physics	1		-					1	1			
	Agric.	1							1	1			
	Total	36	5	5	2	15	12	7	8	21	8	5	
OAU CDL	Managem nt	2	1	1		1	1		2			1	
	Nursing	5	2		1	3	2	1	1	1	5		
	Economics	2				2					2		
	Accounting	2	2			2		2		2	2		
	Total	11	5	1	1	8	3	3	3	3	9	1	

Table 4.3 shows the gender, rank and experience of the tutors sampled. This comprised 13 (18.57%) males and 7(10%) females of DLI of the University of Lagos 31(44.28% males and 5 (6.49%) females of DLC of the University of Ibadan, 11 (14.28%) male and 5(7.14%) female tutors of the OAUCDL. The 20 tutors of the DLI sampled comprised 1 Professor, 2 Readers, 7 Senior lecturers, 3LI and 7LII; The 44 tutors of the DLC sampled comprised 5 Professors, 2 Readers, 15 Senior Lecturers, 12 L1, and 7LII. The 16 tutors of the OAUCDL sampled comprised 1 Prof, 1Reader, 8 Senior Lecturers, 3L1, and 3LII. By experience, the 77 tutors sampled comprised 17 tutors with 1-5 years, 33(6-10) years, 18 (11-15 years) and 9 (16years plus)

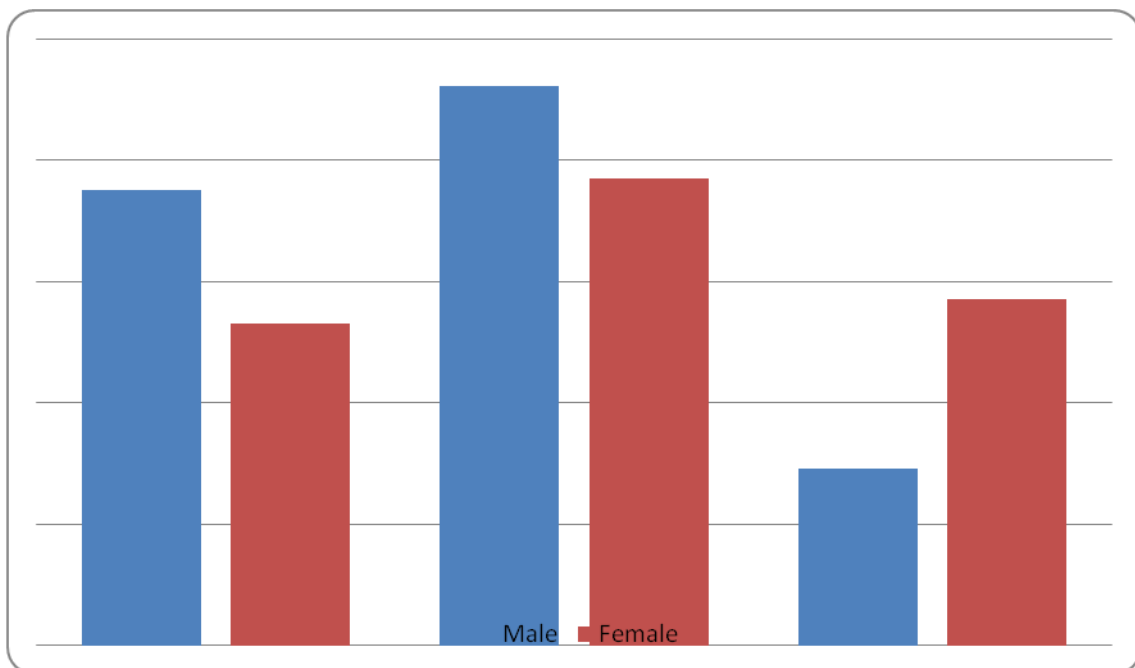


Figure 4.3: Distribution of Sampled Tutors by Center and Gender

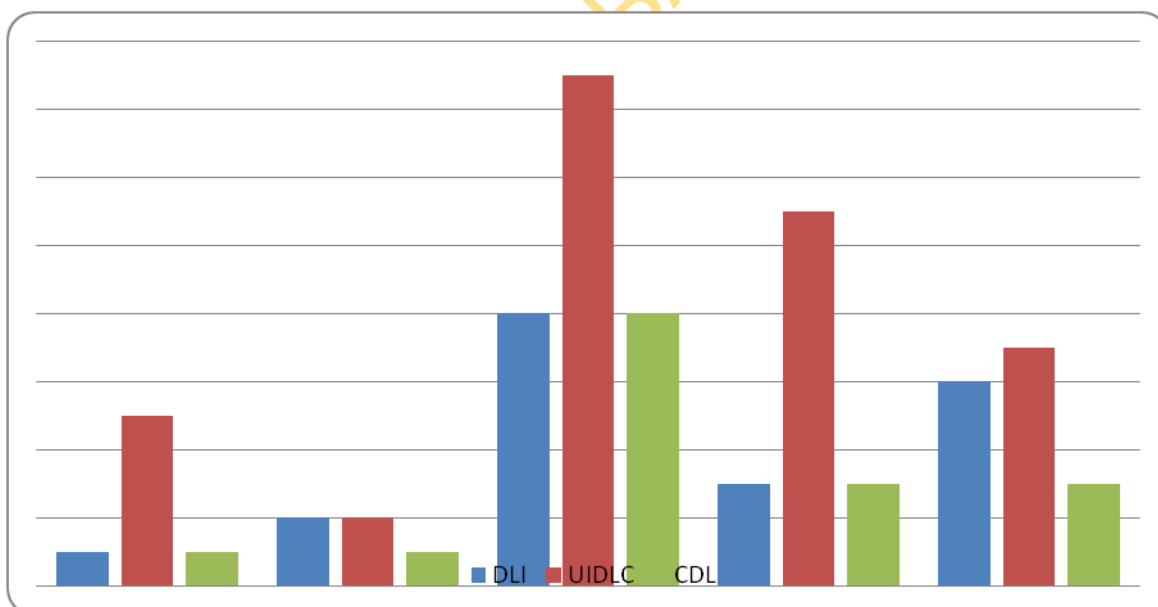


Figure 4.4: Distribution of Sampled tutors by Centre and Rank

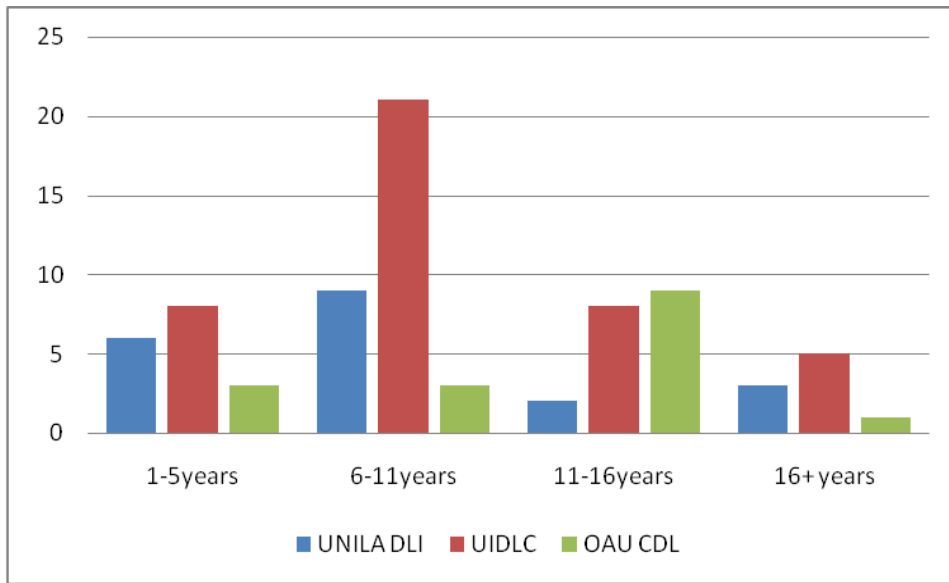


Figure 4.5: Distribution of Sampled Tutors by Experience

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4.2 Data Analyses and Discussion of the Findings

Research Question Number 1: How did the undergraduate distance education programme evolve in dual-mode federal universities in South-Western Nigeria?

To answer the above-stated research question, the first-hand information obtained through the interview with the Directors of the DLI, DLC and CDL were correlated and complemented with materials that were obtained from secondary sources.

4.2.1 Evolution and practices of the Undergraduate Distance Education Programme in dual-mode federal universities in South-Western Nigeria, 1974-2014

In the period between 1974 and 2014 covered by this study, the undergraduate distance education programme of the sampled dual-mode federal universities in South-Western Nigeria evolved in 1974-2002, 2002-2009 and 2009-2014 as discussed below:

The period 1974-2002 witnessed the commencement and change of nomenclatures of two of the three sampled dual-mode institutions from correspondence/external studies unit to Distance Learning Institute/Centre. This was in line with the name ‘Distance Education’ that was officially adopted in Canada in 1982 by the International Council on Correspondence Education, now International Council on Distance Education.

Commencement and practice of Distance Learning Programme in South-Western Nigeria: Distance education had been in existence in the country prior to 1974 when it began in Nigeria Universities. It dates back to 1887 when Nigerians enrolled in the London Matriculation Examinations as external students. Thus, it was introduced precisely forty-five years after the western education that was introduced by the missionary bodies in 1842. It was introduced and handled by the University of London for the first fifty three years (1887-1940), foreign-based correspondence colleges between 1940 and 1960, and local correspondence colleges (1960-1973). The programme, however, did not begin in the institutions sampled in South-Western Nigeria at the same time. The DLI, DLC and CDL sampled respectively embarked on the programme in 1974, 1988 and 2002. The University of Lagos, the first institution to embark on the programme in the geo-political zone, established the Correspondence and Open Studies Unit (COSU) in 1974. This was in the bid to actualize the recommendation of the Ashby Commission Report provision for correspondence studies in Accounting, Law and Education (Director). COSU which was initially established as a unit of the Continuing Education Centre (CEC) emerged from the

programmes previously supported at different time by the International Extension College, London, the Ford Foundation, UNESCO etc. (COL, 2001:15).

The transformation of the University of Ibadan Pilot Correspondence Programme and Correspondence Course for Diploma and Degree Programme to External Studies Programme in 1988 marked the beginning of distance learning programme in the institution. Pilot Correspondence programme for Science Students was embarked upon sequel to the proposal by the Department of Adult Education in the mid-sixties. This was to provide courses and tuition-based correspondence study, face-to-face residential courses, laboratory texts etc. to pre-university science students (Ojokheta, 2000; Oladeji, 2000). Sequel to the approval of the 1960-1970 four-year plan of the University by the National Universities Commission (NUC) in 1967 on the condition that the project could be run through external funds, the project was renamed Correspondence Course for Diploma and Degree Programmes. Oyesoji (2016) established that the senate of the University of Ibadan approved the third proposal on external degree programme on 22nd August, 1986. The regulations, syllabus, operational procedures and the board were approved on the ground that the Programme had to be in the Faculty of Education under the supervision of the Department of Adult Education. (Ojokheta, 2000).

The Law Programme of the University of Ife, now Obafemi Awolowo University, was initially designed as evening classes for working adults who did not reside on campus. Similarly, the programmes of the Faculties of Education, Agriculture and administration were variants of outreach programmes. Nonetheless, it was in recognition of the problem of admission into university and the fact that there were many working class people who were desirous of acquiring university education but could not afford to engage in full-time studies that the Governing Council of the institution at the meetings of April 16 and 17th, 2002 approved the establishment of a Centre for Distance Learning. The CDL, according to Aribaba (2016) was, therefore, established in August 2002 primarily to provide qualitative tertiary education via the Open and Distance Learning mode to the youths who possessed admission requirements into Nigerian universities but were not admitted due to inadequate facilities. The second group was the working class people who were desirous of pursuing sub-degree and degree, undergraduate and postgraduate programme without losing their jobs. The Mission was to develop and provide technologies for quality distance learning opportunities for different local, national and global needs, while the vision is to make open and flexible education available to everyone that needs it.

It must, however, be mentioned that distance education, started as sandwich programme, usually taking place during the long vacation of primary and secondary schools. Prior to the long vacation, distance learners were provided course materials to study ahead, after which they meet during the long vacation for intensive tutoring and examinations. Rather than utilizing the limited contact period for face-to-face maximally, students mostly depended on the course materials (Omoniyi, 2004 in Omoniyi, 2006).

The instructional strategy adopted was fully print-based, with correspondence course materials and occasional face-to-face sessions at study centres. The materials were written by lecturers teaching same courses to conventional students. The distance students were then expected to have interactive sessions at weekends at the study centre for twelve weeks before a two-week intensive tutoring session at the parent institution. Yet, Ojokheta (2000), identified the problems of Centre for External Studies (CES) as a share of the instability in the National Education System and the inability of the conventional university to directly fund the programme.

Change of Nomenclatures: In line with the name “Distance Education” that was officially adopted in 1982 by the International Council on Distance Education, two of the sampled institutions in South-Western Nigeria, University of Lagos and University of Ibadan changed nomenclatures several times before arriving at Distance Learning Institute and Distance Learning Centre respectively. However, the OAUCDL started as a full-fledged distance learning centre in 2002.

The Correspondence and Open Studies Unit (COSU) of the University of Lagos transmuted to Correspondence and Open Studies Institute (COSIT) in 1983, and to reflect the distance learning philosophy, the name COSIT, was changed to Distance Learning Institute in 1997. Since then, as an institute in the University of Lagos, DLI maintains academic and management board and as well generates fund for its running cost (DLI, 2014). The DLI, therefore, came up with the mission to provide opportunities for higher education for those already in gainful employment, widen and diversify access to a flexible, innovative, and cost effective system of education to the learners who could not engage in full-time studies.

With the 1997 restructuring, the frequency of study centre meeting was reduced essentially to tutorials and assignments at collation centres, providing opportunities for students’ informal group meetings to complement their studies on individual basis. The institution began to provide support services such as course texts, audio and video DVD, VCD etc. Courses in B.Sc. Accounting, Business Administration, Economics and public

administration spanned 3-5 years, while courses in Education spanned between five to six years, depending on the qualification of the candidate at the point of entry (DLI, 2014)

Similarly, the University of Ibadan Pilot Correspondence Programme for Science Students and Correspondence Course leading to the award of diplomas and degrees metamorphosed to Centre for External Studies on 22nd August, 1988. Most of the faculties in the Institution, except Agriculture, Veterinary Medicine, Pharmacy, Law, and Technology participated in the initial take-off. The participating departments according to Ojokheta (2000) were Adult Education, Teacher Education, Guidance and Counselling, Physical and Health Education, Educational Management, Special Education, and the students were allowed to take their teaching subjects from departments of Mathematics, Economics, Political Science, Geography, Language Arts, Religious Studies, Arabic and Islamic Studies, Linguistics, History and Modern Nigerian Languages. The major source of students was the Nigeria Certificate of Education (NCE) graduates who were already on the job and required B.Ed. certificate for advancement. Duration of course was five academic year while the admission requirement was the same as that of full-time students. The first set of External Studies Programme numbering over 1,000 matriculated on 8th April, 1989 (Oladeji, 2000).

Inadequate of funding of the programme resulted to lack of permanent staff; the use of make-shift office; inability to have a well-equipped study centre as required; late release of results due to non-submission of marks, teaching practice and project grade of individual examiner; changes in academic calendar due to political crises; clash of residential annual face-to-face contact with the conventional programme of the university; failure on the part of the Centre to publish all course materials needed by students, inadequate public awareness about the programme and activities of the Centre vis-à-vis students' resumption, period for tutorials, change in date of annual residential programmes and fee to be paid.

The CES, according to Oyesoji (2016), became Distance Learning Centre (DLC) in 2002. This was with the vision to provide qualitative education and training to people who could not enrol for full-time studies and to provide access to globally competitive, qualitative and continuous education. The mission, according to him, include bridging the capacity gap by delivering programme of global standards in areas of national needs; delivering skilled-based programmes in order to provide employment and productivity; partnership with communities, private sector and reputable institutions to deliver global educational products to Nigerians.

Unlike the universities of Lagos and Ibadan that changed nomenclatures, the Obafemi Awolowo University (OAU) Governing Council at its meeting of April 16 and 17th,

2002 approved and started her centre on a pure distance learning mode. Therefore, she did not change nomenclature. Despite the fact that the universities of Lagos and Ibadan respectively changed nomenclatures to Distance Learning Institute and Centre during this period, the institutions continued to run undergraduate programme on part-time basis. This could be attributed to poor deployment of technology or poor technical know-how on the part of both tutors and students.

Evolution of the undergraduate Distance Education Programme (2002-2009)

The foundation for the transformation of correspondence to pure distance education practice, which according to Adekanmbi (1992) was not fully laid till 1987, was achieved during 2002-2009. This was facilitated by the establishment of distance learning centres within or outside parent institution and general improvement in the administration of the dual-mode federal universities in South-Western Nigeria.

Establishment of Distance Learning Centres outside main campus: Between 2002 and 2009, for effective administration and enabling learning environment, DLI established her centre within the University of Lagos Campus, while the DLC and CDL centres were established outside the University of Ibadan and Obafemi Awolowo University respectively. This was in an attempt to catch up with global practices and NUC guidelines. The DLI which was initially established as a unit of the Continuing Education Centre (CEC), as at the time of this study, operated her centre within the parent campus very close to the International School of the institution. Similarly, the External Studies Programme, later Centre for External Studies and now Distance Learning Centre of the University of Ibadan which originally commenced operation in the wooden structure at the postgraduate school of the institution, initially established a centre of the institution at Morohundiya. According to Oyesoji (2016), as at the time of this study DLC had moved to her permanent CBT Centre, Sasa /Ajibode extension that was commissioned in March, 2015. Like the DLI and the DLC, the OAUCDL was also on her permanent site and administrative headquarters in Moro, Ife North Local Government. It was commissioned on 14th March 2014 by the Pro-Chancellor, Prof. Rowland Ndoma-Egbe.

The establishment of centres by the institutions was highly necessary. NOUN (2013a) described study centre as a resource place where students pick up course and other materials, interact with instructional facilities and tutors, student counsellors, centre directors and have access to internet browsing, e-mail, library and a range of communication channels. Wills

(1998) established that it enhances tutor-student and student-student interactions in distance teaching.

Improved Administration / Semi-autonomy: As at the time of this study, there was a general improvement in the administration of distance learning centres across the selected dual-mode federal universities in South-Western Nigeria. For effective administration, each of the universities studied constituted a directorate to oversee the programme. The principal officers of DLI then were:

1. Professor Ganiyu G. Oke: Director
2. Dr. Minsau P. Kuton: Deputy Director (Academic Planning and Development)
3. Dr. Risikat O. S. Dauda: Deputy Director (Media Services and Course Materials Development)
4. Ifueko O. Bello-Fadaka : Institute Secretary
5. Mr. S. A. Ojo: Acting Chief Accountant

Apart from the constituted academic and management board that were empowered to formulate policies, employ staff, responsible for academic programmes, examinations and supervision of its day-to-day affairs, DLI had programme coordinators and committees for learner support management, course material development and Media services, Business, Appointments and Promotion etc (Adelowotan, 2016)

The Department of Adult Education was initially responsible for all organizational arrangements of the university of Ibadan distance learning programme. In line with the global practice and NUC guidelines, the authority of the institution equally established a directorate to run the centre. This, at the time of this study, was then made up of:

1. Prof. Bayo Okunade: Director
2. Prof. S.O. Oyetade: Deputy Director (Administration)
3. Prof. Oyesoji Aremu: Deputy Director (Academic)
4. M.A. Adewumi: Deputy Registrar / Secretary
5. Olayinka F. Adesanya: Finance Officer

The Centre, according to Oyesoji (2016), also constituted committees on quality assurance, teaching practice and practicum, examinations monitoring team, Servicom, as well as departmental coordinators for each course for effective administration. The centre also had programme, Academic, Administrative, Multimedia, Editorial, Faculties, Financial and Audit units.

Like the DLI and DLC, the OAUCDL management team was made up of:

1. Prof. M. O. Adeyeye: Director
2. Prof. O. A. Adesina: Deputy Director
3. Mrs D.I Ocan: Administrative Secretary
4. Mrs. O.M. Ogunkoya: Students Affairs Officer
5. Mr. O. K Faniran: Chief Finance Officer

This finding reveals that, in addition to the five member directorate, the institutions generally had sub-administrative units such as Learner Support, Quality Assurance, Information, Advice and Guidance, Academic Support, Admissions, Media and Information, Server and information, Examinations and Records etc

Full-fledged Evolution of the undergraduate Distance Education Programme (2009-2014)

The National Universities Commission though issued reviewed guidelines on the operation of distance education programme in Nigeria in 2009, accreditation of the institutions and courses by the body in 2011 that served as the benchmark for evolution transited the DEP from sandwich to full-fledged practice. The period 2009-2014, therefore, featured accreditation of courses and transition of distance education programme from part-time to full-fledged practice, improved institutional commitment in terms of capacity development, learner support services, quality assurance, and better compliance with the NUC guidelines, general increase in enrolment, and a reduction of face-to-face interaction. Yet, fewer courses were revalidated by the NUC in 2014 across the centres.

Accreditation and Evolution to full-fledged Distance Education practice: With the NUC accreditation exercise of 2011, distance education programme of the DLI, DLC and CDL transited from sandwich or part-time basis to full-fledged practice. The distance learning centres of some institutions were denied accreditation. Yet, the DLI of the University of Lagos, the DLC of the University of Ibadan and the CDL of the Obafemi Awolowo

University were fortunate to be three of the six universities that were initially accredited by the NUC as dual-mode institutions in Nigeria to offer distance education at diploma, undergraduate and postgraduate levels. As a result of this development, the nine study centres being maintained by DLI in Lagos, Ilorin, Kano, Kaduna, Abuja, Owerri, Enugu, Ife, Benin and Akure were phased out. This put an end to masquerading of part-time or sandwich programme as distance education programme in the selected institutions. This measure, according to Oyesoji (2016) paved the way for accessibility, flexibility, self-paced learning. He added that once the programme of DLC transited from part-time to real distance education practice in the year 2011, application, registration, etc. were conducted online. Students were attached to advisors before they came for interactive sessions. Their physical presence was only required for the signing of oath, interactive sessions and examinations. This certainly nullifies the submission Ipaye (2007) that dual-mode universities course delivery method is based on residential school pattern.

Improved Institutional Commitment: After the NUC accreditation, there was improved institutional commitment across the centres in the areas of capacity development, quality assurance, learner support services, technological deployment as well as general increase in enrolment.

(a) **Capacity Development:** The staff members of the enumerated universities were developed within and outside the institutions. Adelowotan (2016) established that apart from sending DLI staff members to attend the University of Ibadan Distinguished lectures on ODL, they were sponsored to the university of South-Africa and similar programmes abroad. Oyesoji (2016) established that apart from the annual distinguished lectures of the University of Ibadan DLC that commenced on 4th June, 2014, the institution had embarked on periodic training of staff and facilitators of the Centre on how to use technology to mediate programme, courseware development, online marking and delivery etc. Aribaba (2016) stated that internally, there were regular workshops for the staff, tutors and writers. Also, members of staff were sponsored to attend conferences and various workshops of NOUN as well as the distinguished lectures of the University of Ibadan Distance Learning Centre.

(b) **Learner Support Services:** Adelowotan (2016) enumerated those provided by the DLI as Guidance and Counselling services, data base books and journals provided by the library, help desk provided to attend to students need and compulsory induction course to them on the use of E-learning, Microsoft

word etc. According to Oyesoji (2016), the DLC of the University of Ibadan had 150 CBT, robust website and technology. Students and tutors related via e-mail, Whatsapp and other social media. The centre also offered computer training to distance learning students on Monday, Wednesday and Friday between 11.00-2.00P:M. Aribaba of the OAUCDL mentioned the support services of the institution as orientation to students at the beginning of each semester on how to source for materials, tutorials on all courses, online interaction with the students on daily basis via e-mail and vice-versa. It is inferred that generally, apart from operating learner support services and Information, Advice and Guidance units, all the institutions organise orientation programme for the students and reach out to them on social media.

- (c) **Quality Assurance:** Adelowotan (2016) established that quality of DLI distance education programme was provided by professors and Ph.D holders, same lecturers for DLI and regular students, same quality control mechanisms, university-wide curricular and equal course units for conventional and distance learning students. No student of the institution was allowed to register for more than the maximum units specified per session. Oyesoji (2016) stated that apart from same admission requirements of five credits or six O/Level credits at two sittings for programmes, same curriculum, lecturers, questions and marking guide and senate were instituted to enhance parity of esteem of both regular and ODL programme of the University of Ibadan DLC. He mentioned that in addition to the upgrading of conventional course materials for the DLC students, there were language and content editors and a monitoring team for examinations. Parity of esteem, according to him, made many students to have interest in the programme of DLC. There were Servicom and quality assurance committees. Aribaba (2016) asserted that the OAU senate strictly regulates admission in compliance with the NUC guidelines. Deputy Directors and HODs were saddled with the responsibility to vet course materials before production. The e-learning of the institution afforded the students the opportunity to have access to total course package.

To guarantee quality which NOUN (2013) specifically identified as a major problem against general acceptance of distance education, apart from establishing quality assurance unit, each of the institutions complied with the general admission requirements, screened students for admission, operated same

curriculum and maintained same lecturers for both conventional and distance learning students. In a nutshell, they have the same conditions for both conventional and distance programme from admission to graduation.

(d) **Better Compliance with the NUC Guidelines:** Mismatch between policy and practice was a major problem of ODL mentioned by the NUC and identified in literature. However, the interview with the directors revealed that the dual-mode federal universities in South-Western Nigeria, to some extent, complied with the NUC guidelines. Adelowotan (2016) established that the validation given to DLI in 2015 to operate distance education for another five years was greatly due to strict compliance with the NUC guidelines. The extent of the institutions' compliance with the NUC guidelines is as follows:

(i) **Improved technological deployment:** All the studied institutions adopted multi-media instructional strategy with fully print-based correspondence course materials and interactive sessions. In line with the ICT-Enabled Supported Blended Learning Model (IESBL) recommended by the NUC, the centres ensured transactional distance, using radio, the internet, Tablet, E-mail, WhatsApp and other social media. This, to some extent, assisted in the reduction of face-to-face interactions. According to Adelowotan (2016), the institution made provision for real time discussion with the students through social media like Face book, and DLI Portal. Oyesoji (2016) established that course materials of the University of Ibadan DLC could be downloaded into phones, Ipad, MP3 from DLC website. He added that as from the year 2011 when DLC became a full-fledged open distance education offering institution, application and registration became online. He mentioned ICT services on DLC portal as school fees payment, e-receipt, result-checking, students dedicated e-mail account, E-ID card, online admission exercise E-Library, Social media such as Facebook, YouTube, ODL course materials download, DLC and you online radio. Aribaba (2016) also revealed that the CDL operated e-learning and packaged lectures into tablet for the students to access. He added that CDL multimedia technologies were complemented with CD-ROMs, Zip Disks etc. and lectures were usually delivered with power-points. The centre had a studio at which lectures are recorded, edited and produced for the students.

It is obvious that most of the communication technologies like e-mail, fax, internet, television and radio that Yusuf (2006) identified as necessary for successful distance education were being employed by the sampled institutions. All the

institutions had website, portals and packaged instructions into tablets for the students. Their websites were www.Dli.Unilag.edu.ng; [www.New portal dlc. ui.edu. Ng](http://www.Newportal.dlc.ui.edu.ng); www.OAUCDL.edu.ng. By implication, the submission of Ramoni (2002) that the use of appropriate information and communication technology is lacking in ODL practice in Nigeria can no longer hold. Also, the assertion of Adelokun (1992), Igbafe (2000) and Osuji (2005) that DLI and DLC were yet to fully embrace the use of other media other than print is now a myth.

(iv)**Evaluation and Assessment:** Directors of all the sampled centres made it known that Continuous Assessment ranged between 30 and 40 marks while examination was between 60% and 70%. Similarly, Aribaba (2016) of the OAUCDL revealed that at the end of each lecture, there used to be tutor-marked assignments. Students were expected to submit two or more assignments before the end of each semester. C.A. and examinations respectively carry 40 and 60 marks.

(v) **Enrolment in dual-mode federal universities in South-Western Nigeria, (2007- 2014):**

The enrolment of DLI consistently progressed while that of DLC and CDL fluctuated. Yet, the enrolment was too low to the 350,000 target of the National Universities Commission. The total enrolment for the three centres between 2007/08 and 2013/14 stood at 187, 323. During this period DLI had the highest enrolment of 95 493, followed by DLC with 86,180 and OAUCDL 5,650.

(vi) **Reduction of face-to-face contact:** At inception, distance education generally started as sandwich programme. According to Oyesoji (2016), CES initially operated on part-time basis of which the students, mostly teachers used to attend the programme during the holidays. With the improved use of modern technology and the NUC guidelines, the face-to-face meeting had been reduced. According to Adelowotan (2016), DLI specifically reduced face-to-face to tutorials and assignments at collation centres as established in the interviews conducted with the directors of DLI, DLC and CDL instructional delivery was 70% online and 30% offline. However, the interactive sessions of the institutions were differently scheduled. DLI interactive session was usually held on Saturdays for duration of maximum of 8 hours for a three unit course and a maximum of 6 hours for a two unit course. UIDLC and OAUCDL held face-to-face interaction sessions on weekdays and two weeks to examinations respectively.

It must be mentioned that contrary to the assertion of Ipaye (2007), course delivery methods of the sampled distance learning centres in South-Western Nigeria were no more based on residential school pattern. The institutions had been providing customized study materials and no more depending on some prescribed textbooks as conventional on-campus students. The reduction of face-to-face interaction is in line with the (2009) policy guidelines that students should not be required to attend classes or be engaged in face-to-face contact unless there are compelling reasons such as examinations, periodic facilitation and practicum, and that the programme should be predicated on a resources-led pedagogy rather than face-to-face intervention. It also confirmed the assertion of Okunade (2015) that for over the past five years or so, the pre-occupation of the few distance learning institutions have been how to move from largely part-time provision to open distance learning mode with limited or moderate face-to-face interactions.

(vii) Revalidation: To ensure quality, at five years interval, the NUC normally visit institutions to revalidate or disqualify programmes. Oyesoji (2016), however, disclosed that only six (6) out of the twenty-eight (28) courses being run by the DLC survived the NUC revalidation exercise. According to him, twenty-two programmes were denied accreditation because course materials were moribund or archaic. The DLI and OAUCDL had 3 and 2 programmes respectively accredited. The six courses that were revalidated for the DLC are B.Ed. Social Work, B.A. English, Philosophy and Public Affairs, B. Sc. Psychology, Economics, and Political Science. The impact of NUC (2009) Guidelines and accreditation on evolution of the undergraduate distance education programme cannot be over-emphasised. The programmes that were approved for DLI in the area of Social Science are B.Sc. Economics, (5yerars) Public Administration, and Education are B.Sc. Physics, Biology, Chemistry and Mathematics. Programmes approved in Administrations are Accounting and Business Administration. The revalidated courses for the OAUCDL are: Social Science: Economics 2. Education: B. Ed English, BSc in Economic s Education 3. Administration: B.Sc. Accounting and BNSC.

The interview with the directors and data obtained from secondary sources revealed that the foundations for distance education, which according to Adekanmbi (1992) had not been fully laid until 1987 that marked a century of the programme in Nigerian Universities, was achieved between 1974-2002. This period witnessed the commencement and change of nomenclatures of the Universities of Lagos and

Ibadan centres from correspondence unit/external studies programme to Distance Learning Institute (DLI) and Distance Learning Centre (DLC) respectively. Despite the change of nomenclatures, the institutions continued to run distance education programme on part-time basis. This could be attributed to poor deployment of technology, poor technical know-how on the part of both tutors and students. However, the foundation for the transformation of correspondence education to pure distance learning programme was laid in 2002-2009. This manifested in the establishment of distance learning centres outside or within the parent university campus and general improvement on the administration of the programme. The administration of each Centre was, therefore, in line with the National Policy on Education (2004) stipulation. It also conformed to the observation of COL (2001) that, though, dual-mode universities have an administrative structure integrated to their respective university: they operate with a degree of autonomy.

The National Universities Commission though issued reviewed guidelines on the operation of distance education programme in 2009, accreditation of the institutions and courses by the body in 2011 transited the DEP from sandwich to full-fledged practice. The period 2009-2014, therefore, featured improved institutional commitment in terms of administration, technological deployment, learner support services, capacity development, quality assurance etc. The period also witnessed better compliance with the NUC guidelines in the areas of admission, course offering, quality assurance, evaluation and assessment procedures, administration, technological deployment, general increase in enrolment and reduction of face-to-face interactions. Yet, revalidation of fewer courses by the NUC in 2014 across the centres indicates the need for the centres to go extra mile in terms of quality assurance for general acceptance of the programme.

The finding reveals that the sampled dual-mode federal universities in South-Western Nigeria commenced distance education programme at different times, though two of them changed nomenclatures at different times. Yet, all-embracing (structural, operational, technological, administrative, philosophical, pedagogical and change in nature of students for which the programme was originally designed) evolution of the undergraduate distance education programme in the centres of the institutions was generally achieved in 2011. This resulted from technological development, economic change; the desire to meet up with the global practices and the NUC (2009) guidelines. However, going by Taylor (1999) and Stephens's

categorisation of the five phases of distance education development as Correspondence, Multimedia, Telelearning, Flexible and Intelligent flexible learning, evolution of the programme in the three enumerated universities was in the multimedia or second stage of technological generation. Lending credence to this was the disclosure of the directors of the DLI, DLC and CDL interviewed on this study that distance education in their respective institution was not yet there. This implies that, to catch up with the global practices, dual-mode federal universities in South-Western Nigeria need to improve on quality and technological deployment.

Research Question Number 2: To what extent were the dual-mode federal universities in South-Western Nigeria committed to the offering of the undergraduate distance education programme?

The question was answered based on the response obtained from tutors' questionnaire. It was analysed using percentage, mean and standard deviation

Table 4.4: Commitment of the Dual-mode Federal Universities in South-Western Nigeria to the offering of Undergraduate Distance Education Programme

S/No	Item	SA	A	D	SD	Mean	STD.D
1	Your institution is committed to the provision of adequate instructional and technological resources and works towards continuous improvement of distance education programme	35 48.6%	32 44.4%	5 6.9%	- -	3.42	0.622
2	Your institution design courses to ensure parity of esteem with the conventional programme	30 41.7%	35 48.6%	3 4.2%	4 5.6%	3.26	0.787
3	Undergraduate distance education programme of your institution is based on appropriate approaches and pedagogy	32 44.4%	33 45.8%	7 9.7%	- -	3.35	0.653
4	Your institution has adequate qualified and experienced to provide quality learning experience	28 38.9%	34 47.2%	8 11.1%	2 2.8%	3.22	0.755
5	Your institution uses means and methods for assessing learners needs and contexts	24 33.3%	35 48.6%	12 16.7%	1 1.4%	3.14	0.737
6	Your institution provides distance learners with comprehensive support and accurate information	26 36.6%	40 56.3%	4 5.6%	1 1.4%	3.28	0.637
7	The learner support services of your institution include orientation for new students, information, advice and guidance, face-to-face contact etc.	27 38.0%	40 56.3%	3 4.2%	1 1.4%	3.31	0.623
8	Technologies for instructional delivery in your institution are appropriate to the context	21 29.2%	41 56.9%	9 12.5%	1 1.4%	3.14	0.678
9	Distance education programme of your institution is regularly and systematically evaluated	27 38.0%	36 50.7%	8 11.3	- -	3.27	0.654
Weighted mean = 3.27							

Table 4.4 shows the response of the respondents (tutors) on the commitment of the selected dual-mode federal universities to the offering of undergraduate distance education programme. The rating follows this order: the institution is committed to the provision of adequate instructional and technological resources and work towards continuous improvement of distance education programme (3.42) was ranked highest in the mean ratings, followed by distance education programme of the institution is based on appropriate approaches and pedagogy (3.35), The learner support services of the institution include staffing, learner support system, information and training, equitable access and treatment (3.31), The institution provides distance learners with comprehensive support and accurate information (3.28), Distance education programmes of your institution are regularly and systematically evaluated (3.27), the institution design courses to ensure parity of esteem with the conventional programme the (3.26), The institution has adequate qualified and experienced staff to provide quality learning experience (3.22), Technologies for the delivery of distance education programme of the institutions are appropriate to the context (3.14) and lastly by the institutions use means and methods for assessing learners needs and contexts (3.14).

Distance education can never be effective if there is poor institutional commitment. It is one of the conditions for effective practice of the programme emphasized by accreditation organizations (Hope (2005) Wang 2006, Stephens 2007, and NOUN (2013a). This study, however, revealed improved institutional commitment to the undergraduate distance education programme in dual-mode federal universities in South-Western Nigeria. This manifested across the centres in terms of capacity development, learner support services, quality assurance and technological inputs. The institutions commitment to the programme had the highest rating. Table 4.4 reveals the weighted mean of 3.27 out of the obtainable maximum 5.00, which is higher than the standard mean of 2.50.d. This implies that dual-mode federal universities in South-Western Nigeria sampled on this study were, to some extent, committed to the offering of the undergraduate distance education programme. The institutions provided adequate instructional and technological resources towards continuous improvement of the programme has the highest rating, while means and methods for assessing learners' needs and contexts has the least.

The finding, therefore, confirms the submission of COL (2001) that in addition to strong central government commitment, there is strong and growing institutional commitment to distance education in Nigeria. The findings of Hope (2005) also revealed that the success of dual-mode distance education lies in the organizational culture, programme, planning and development, teaching, learning and student support, planning and management of resources.

Research Question Number 3: What evaluation and assessment procedures were employed by the selected dual-mode Universities for the undergraduate distance education programme?

The above question was answered with the content analysis of the interview conducted with the directors of the sampled institutions. The directors of DLI, DLC and CDL revealed that, to validate learning objectives, computer-based testing, computer-marked and tutor-marked assignments were entrenched in the assessment of the students. The continuous assessment procedures of the centres, however, were not uniform. The Continuous Assessment of DLI was pegged to 30% and 40% marks while Examinations were 60% and 70%. The DLC and CDL pegged their CA and Examinations at 40% and 60%

Apart from the fact that 100 level students of the institute used to write CBT examinations, Computer-marked and Tutor-marked assignments were entrenched in the assessment of the students. In the same vein, according to Aribaba (2016), the 100 and 200 level as well as MBA students of the OAUCDL make use of the 2,000-seater CBT centre, and at the end of each lecture usually delivered with power-point, there were tutor-marked assignments. Students were expected to submit one or two assignments before the end of each semester. Continuous Assessment and Examinations were 40 and 60% respectively. Also, DLC of the University of Ibadan employed the use of computer-based testing (Oyesoji, 2016).

Evaluation of students through computer-based testing, computer-marked and tutor-marked assignments by all the sampled centres was in line with the NUC guideline. It stated that continuous and final assessment as well as Tutor-Marked Assignments (TMAS) and Computer Marked Assignments (CMAS) must be appropriate to the programme. With the exception of DLI whose assessment ranged between 30-40 % and 60-70% in respect of Examinations and Continuous Assessment, the UIDLC and OAUCDL pegged theirs 40% Continuous Assessment (C.A) and 60% Examination. Also the institutions, to some extent, complied with the NUC guidelines that core score should be made of Continuous and Final Assessment.

Research Question Number 4: To what extent did the centres of the selected dual-mode universities in South-Western Nigeria embark on capacity development?

The above question was answered with the content analysis of the interview with the directors and the tutors' responses to the questionnaire. Items of the questionnaire was analysed using frequency counts, percentage, mean and standard deviation.

Building skills in managing and implementing distance education is highly required. The interviews with the directors and response of the tutors to the items of the questionnaire revealed that the centres were committed to capacity development towards the improvement of staff and achievement of the goals of distance education programme. Apart from internal development on setting of objective questions, writing of modules, members of staff were sponsored to conferences and workshops outside the universities both in Nigeria and abroad. The DLI, according to Adelowotan (2016), had sponsored staff to attend the University of Ibadan Distance Learning Centre Distinguished Lectures and Conferences at the University of South Africa. Workshops and seminars that had been organized for or attended by the staff of the institute include the following:

- 1) Training Workshop on Open Distance Learning Pedagogy and ICT skills organized by the Distance Learning Institute, University of Lagos (June 5, 2012)
- 2) National Workshop on Open Education Resource (OER) organized by RETRIDAL and NOUN (November 5-7, 2012)
- 3) Workshop on Lecturing and Facilitation of Distance Learning Institute, Open Distance Learning facilitator, organized by the Distance Learning Institute, University of Lagos (December 13-15, 2012)
- 4) Regional Workshop on Course Material Development for Open Distance Learning Programme organized by RETRIDAL and NOUN (January 28-31, 2013)
- 5) Training on Learning Management System (LMS), TMA and MCQ setting organized by Distance Learning Institute, University of Lagos (July 14-17, 2013)
- 6) Induction, Orientation and Training on Distance Learning for New Lecturers, organized by Distance Learning Institute, University of Lagos (April 6-9, 2014)
- 7) National Workshop on Online Assessment and Evaluation in Open and Distance Learning Organized by RETRIDAL and NOUN (May, 26-28, 2014)
- 8) Workshop on Research Proposal Writing Skills held at the University of Lagos on the 9th and 10th September, 2014.
- 9) 9th University of Lagos Annual Research Conference and Fair (October 8-10, 2014)
- 10) National Workshop on Strategic Policy and Management of Assessment in Open Distance Learning organized by RETRIDAL and NOUN (October 28-30, 2014)
- 11) National Workshop on Open Distance Learning Research Methods and Tools organized by Regional Training and Institute for Open Distance Learning (RETRIDAL), National open University Of Nigeria (December 10-12, 2014)

Source: Distance learning Institute Prospectus, 2014-2016, P22.

The DLC of the University of Ibadan organised periodic training for members of staff and facilitators of the programme on how to use technology to mediate programme, courseware development, online-marking and delivery. The centre had organized at least three distinguished lectures towards the development of her staff and other stakeholders. The first Distinguished lecture of the institution entitled: Re-positioning the distance learning centres in the Nigerian university system for efficiency and equitable access to education , was delivered by Dr. Sulayman Rahmon-Yusuf on 4th June, 2014 (Oyesoji, 2016). It must be mentioned, however, that of the three institutions, it was only the University of Ibadan that organised distinguished lectures.

In the same vein, the OAUCDL, according to Aribaba (2016), occasionally embarked on manpower development both internally and externally. The staff had been sponsored to attend the University of Ibadan DLC Distinguished lectures, seminars at Abuja and various workshops of the National Open Universities of Nigeria. The tutors' response to the items of questionnaire corroborates the extent of capacity development on distance education programmes of the institutions is as indicated in the table below:

Table 4.5: Selected Dual-mode Federal Universities and Capacity Development

S/No	Item	SA	A	D	SD	Mean	STD.D
1	You have benefited from several training programmes organized for distance learning staff of your institution	24 33.3%	31 43.1%	13 18.1%	4 5.6%	3.04	0.863
2	There is exchange programme between your institution and other institutions	9 12.5%	31 43.1%	19 26.4%	13 18.1%	2.50	0.934
3	There is application of ICT to distance education programme of your institution	32 45.7%	36 51.4%	2 2.9%	- -	3.43	0.553
4	Capacity building workshops are organized for open and distance learning staff of your institution	21 29.2%	43 59.7%	7 9.7%	1 1.4%	3.17	0.650
5	Technical advice are provided for distance education staff of your institution	20 27.8%	42 58.3%	9 12.5%	1 1.4%	3.12	0.670
6	Your institution has no provision for individual capacity building on distance education	21 29.2%	28 38.9%	9 12.5%	14 19.4%	2.78	1.078
7	Distance Learning Staff are made to undergo professional development and are provided with online resources, target advice and support	22 30.6%	40 55.6%	8 11.1%	2 2.8%	3.14	0.718
Weighted mean = 3.03							

Table 4.5 shows the response of the respondents (tutors) with regards to capacity development in undergraduate distance education programme in dual-mode federal universities. The rating follows this order: There is application of ICT to distance education (3.43) was ranked highest in the mean ratings. Others were in this order: capacity building workshops are organized for open and distance learning staff of your institution (3.17), Distance Learning Staff are made to undergo professional development, provided with online resources, target advice and support (3.14), technical advice are provided for the staff of your institution (3.12), You have benefited from several training programmes organized for distance learning staff of your institution (3.04), Your institution has no provision for individual capacity building (2.78) and lastly by there is exchange programme between your institution and other institutions (2.50).

Table 4.5 corroborates the findings of the interview granted by the directors that the institutions were committed to capacity development. The directors revealed that apart from workshops and training that were organised for the staff internally, they were sponsored to attend workshops of other universities within and outside the country. The extent to which distance learning tutors have benefited from training programmes is indicated in the table. The weighted mean of 3.04 out of the obtainable maximum 5.00 is higher than the standard mean of 2.50. This implies that the centres of the selected dual-mode universities in South-West Nigeria, to some extent, were committed to capacity development. This is in line with the NUC (2009) policy guidelines of adequate tutor-student ratio of 1:50, qualified tutors that are trained through orientation, seminars, online workshops and conferences on ODL Programmes.

Research Question Number 5: What learner-support services were provided for and enjoyed by the undergraduate distance education students of the selected dual-mode federal universities?

Answer was provided to the above question with the interview with the directors and analysis of the response to the instrument respectively administered to 959 undergraduate students and 30 administrative officers of DLI, DLC and OAUCDL selected for the study. Content analysis was used for the qualitative data, while the quantitative data obtained through questionnaire were analysed, using frequency count, percentage, means and standard deviation.

Adelowotan (2016) enumerated the learner-support services or facilities and activities that make learning easy that were provided by DLI as Guidance and Counselling services, data base books and journals provided by the library, help desk provided to attend

to students need and compulsory induction course to them on the use of E-learning, Microsoft word etc. According to Oyesoji (2016), the DLC of the University of Ibadan had 150 CBT, robust website and technology. Students-tutors interaction took place via E-mail, WhatsApp etc. The centre also offered computer training to distance learning students on Monday, Wednesday and Friday between 11.00- 2.00P:M. Aribaba (2016) of the OAUCDL mentioned the support services of the institution as orientation to students at the beginning of each semester on how to source for materials, tutorials on all courses, online interaction with the students on daily basis via e-mail and vice-versa. Students' response to the items of the questionnaire corroborates the information provided by the directors on the provision of learner support services in tables' 4.6a-c.

Table 4.6a: Learner-Support Services provided and enjoyed by Undergraduate Distance Learning Students

S/No	Items	SA	A	D	SD	Mean	STD.D
1	Distance learning students of your institution receive prompt feedback on assignments and examinations	278 29.0%	433 45.2%	176 18.4%	71 7.4%	2.96	0.877
2	Management information services are adequately provided for the undergraduate students of your centre	274 28.8%	526 55.3%	131 13.8%	20 2.1%	3.11	0.706
3	Undergraduate distance learning students of your centre have limited access to ICT	115 12.1%	304 32.1%	367 38.8%	161 17.0	2.63	0.923
4	Your institution provides ICT training to undergraduate distance education students	283 29.8%	512 53.8%	115 12.1%	41 4.3%	3.09	0.764
5	There is no user-friendly hand book for distance learning students of your centre	100 10.7%	221 23.7%	419 44.9%	194 20.8%	2.76	0.902
6	There used to be no prompt response to letters and phone calls of the learning students	143 15.1%	240 25.3%	379 39.9%	187 19.7%	2.64	0.962
7	Enrolment, guidance and orientation programmes are organized for distance learning students of your institution	339 36.0%	482 51.2%	90 9.6%	31 3.3%	3.20	0.740
8	Learner support services are adequately provided by the centre of your institution	295 30.9%	440 46.1%	180 18.9%	39 4.1%	3.04	0.813
9	Course materials are promptly made available to undergraduate students of the centre	204 21.7%	359 38.2%	242 25.7%	135 14.4%	2.67	0.971
10	Mandated tutorials are not always made available to undergraduate students by the centre	168 17.9%	354 37.8%	271 29.0%	143 15.3%	2.42	0.953
11	Your centre provides well-written guide to lead the undergraduate study	264 28.6%	482 52.2%	126 13.7%	51 5.5%	3.04	0.802
12	C.A is well-entrenched in the programme of your centre to promote learning	367 38.6%	473 49.8%	80 8.4%	30 3.2%	3.24	0.737
13	Feedback on assignments and examinations are within three weeks	150 15.8%	290 30.6%	319 33.6%	189 19.9%	2.42	0.980
Weighted mean = 2.86							

Table 4.6a shows the response of the undergraduate distance learning students with regards to learner-support services being enjoyed. The order of the rating is as follows: Continuous assessment is well-entrenched in the programme of your centre to promote learning (3.24) was ranked highest in the mean ratings. This was followed by enrolment, guidance and orientation programme are organized for DE students of your institution (3.20), Management information services are adequately provided for the undergraduate distance learning students of your institution (3.11), the institution gives ICT training to undergraduate ODL students (3.09), the centres provide well-written guide to lead undergraduate study (3.04), learner-support services are adequately provided by the centre (3.04), students of the institution receive prompt feedback on assignments and examinations (2.96), there is no user-friendly handbook for ODL students (2.76), Course materials are usually made available very late (2.67), no prompt response to letters and phone calls of ODL students of your institution (2.64), Undergraduate ODL students of the institutions have limited access to ICT (2.63), mandated tutorials are not always made available (2.42), and lastly by prompt feedback on assignments and examinations (2.42).

Table 4.6a further revealed the weighted mean of 2.86 of the obtainable maximum 5.00, which is higher than the standard mean of 2.50. This implies that the supported services provided were being enjoyed by the undergraduate distance education students.

Table 4.6b: Case Summary of Available Learner Support Services

Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
695	72.5%	264	27.5%	959	100.0%

Table 4.6b shows that out of the 959 students sampled, 695 (72.5%) indicated that learner-support services were adequately enjoyed while 264 (27.5%) were not in support. This implies that learner support services were adequately provided and enjoyed by the students.

Table 4.6c: Frequencies of Available Learner Support Services

	Responses		Percent of Cases	
	N	Percent		
Library	516	8.1%		74.2%
Tutorials	306	4.8%		44.0%
Access to ICT	394	6.2%		56.7%
Training on the use of ICT	443	7.0%		63.7%
Orientation	692	10.9%		99.6%
Prompt reply to students letters and telephone calls	321	5.1%		46.2%
User friendly Handbook	303	4.8%		43.6%
Counselling	501	7.9%		72.1%
Assignments	376	5.9%		54.1%
Information, Advice and Guidance	431	6.8%		62.0%
Feedback on assignment and examinations	365	5.8%		52.5%
Management Information Services	417	6.6%		60.0%
E Classroom	302	4.8%		43.5%
Resources Centre	451	7.1%		64.9%
Face-to-face classroom tutorials	344	5.4%		49.5%
Newsletter	180	2.8%		25.9%
Total	6342	100.0%		912.5%

Table 4.6a indicates that there were 959 respondents, while Table 4.6c indicates that there were 6342 responses to the items. The response to each item revealed that 516 (8.1% of the 6342 responses/74.2% of all respondents) indicated that library was one of the students supported services; 306 (4.8% of the 6342 responses/44.0% of all respondents.) indicated that mandated tutorials are provided, 394 (6.2% of the 6342 responses/56.7% of all respondents) indicated that they have access to ICT, 443 (7.0% of the 6342 responses/63.7% of all respondents) indicated that their institution gives training on the use of ICT, 692 (10.9% of the 6342 responses/99.6% of all respondents) indicated that their

centre organize orientation programme for new students. 321 (5.1% of the 6342 responses/46.2% of all respondents.) indicated that there is prompt reply to students' letters and telephone calls, 303 (4.8% of the 6342 responses and 43.6% of all respondents) indicated that user-friendly Handbook were provided, 501 (7.9% of the 6342 responses or 72.1% of all respondents) indicated that counselling services were rendered. 376 (5.9% of the 6342 responses or 54.1% of all respondents) indicated that there used to be feedback on assignments. 431 (6.8% of the 6342 responses/62.0% of all respondents) indicated that Information, Advice and Guidance were provided. 365(5.8% of the 6342 responses / 52.5% of all respondents) indicated that Feedback on assignment and examinations were provided. 417 (6.9% of the 6342 responses/60.0% of all respondents indicated that Management Information Services were provided. 302 (4.8% of the 6342 responses/43.5% of all respondents.) indicated that E- classroom were supported. 451 (7.1% of the 6342 responses/64.9% of all respondents indicated that resource centre were supported. 344 (5.4% of the 6342.

The interview with the directors indicates that support services such as orientation on the use of e-learning and sourcing for materials, help desk, ICT training, Information, Advice and Counselling, Management Information Services, face-to-face interactions etc. were offered to the students is corroborated by tables 4.6a, 4.6b and 4.6c. Table 4.6a reveals that learner support services such as tutorials, ICT training, orientation programmes for new students, Information; Guidance and Counselling, feedback on assignments, management information services were adequately provided and enjoyed by the students. This implies that the supported services provided were being enjoyed by the undergraduate distance education students. Table 4.6b shows that out of the 959 students sampled, 695 (72.5%) indicated that learner support services were adequately enjoyed while 264 (27.5%) were not in support.

It must be mentioned that all the sampled institutions had learner support services units and provided learner support services such as orientation/induction programme for new students, face-to-face interaction, feedback on assignments, Information, Advice and Guidance, interaction through the social media, Management Information Services. Yet, it was only UIDLC that offered ICT training to the students.

The finding however implies that learner support services provided were enjoyed by the students. This is in line with one of the findings of Ojokheta (2000) that the major predictors for motivating distance learners are the quality of student support services provided, quality of learners, perception of course materials and tutors feedback pattern on

assignments Although, each of the centres had learner support services unit, course materials were not usually made available promptly, there was limited access to ICT, feedback on assignments and examinations were not within three weeks.

The finding however validates COL (2001) assertion that distance education providers in Nigeria appreciated supplementing course materials with face-to-face educational interaction. Generally, study centres provided academic counselling, conduct orientation programme, provided library and information services, handle assignments and conduct examinations. Face-to-face interactions include lecture, discussion, and audio-visual presentation. In all, / 49.5% of all respondents indicated that face-to-face classroom tutorials were provided. 180 (2.8% of the 6342 responses / 25.9% of all respondents indicated that newsletters were supported. It reveals that the centres are cognizant of the importance of face-to-face contact which enhances tutor-student and student-student interactions and effective instructional delivery (Wills, 1998) that was adopted by the United Kingdom Open University due to population explosion (Lentel and Routke, 2004), often appreciated by students at the introductory and revision phases before examination (Holmberg, 2005) and a means to bail learners out of difficulties (Pyari, 2011).

Research Question Number 6: To what extent did the dual-mode federal universities in South-Western Nigeria embark on quality assurance to ensure parity of esteem with conventional degree programme?

The data gathered on the above-stated question through interview with the directors and the response of the administrative staff to the items of the administered questionnaire were respectively analysed with content analysis and statistical technique of frequency count, percentage, mean and standard deviation.

Without quality, meaningless is any education enterprise. Adelowotan (2016) established that quality of DLI programme was provided by professors and Ph.D holders, same lecturers for DLI and regular students, same quality control mechanisms, university-wide curricular and equal course units for conventional and distance learning students. Similarly, Oyesoji (2016) stated that apart from same admission requirements of five credits or six O/Level credits at two sittings for programmes, same curriculum, lecturers, questions and marking guide, same senate ratified results to enhance parity of esteem of regular and ODL programme of the University of Ibadan DLC. He mentioned that in addition to the upgrading of conventional course materials for the DLC students, there were language and content editors and a monitoring team for examinations. Parity of esteem, according to him,

made many students to have interest in the programme of DLC. There were Servicom and quality assurance committees. Aribaba (2016) also asserted that the OAU senate strictly regulates admission into the CDL programmes in compliance with the NUC guidelines. Deputy Directors and HODs were saddled with the responsibility to vet course materials before production. The e-learning of the institution afforded the students the opportunity to have access to total course package.

Table 4.7 Quality assurance provision in dual-mode federal universities

S/No	Item	SA	A	D	SD	Mean	STD.D
1	There are effective monitoring of undergraduate distance education programme of your centre by the National Universities Commission	17 56.7%	13 43.3%	- -	- -	3.57	0.504
2	There is monitoring of distance teaching and tutors in the study centre	13 44.8%	12 41.4%	3 10.3%	1 3.4%	3.28	0.797
3	Quality is ensured through faculty support, students support and learning resources	17 56.7%	10 33.3%	2 6.7%	1 3.3%	3.43	0.774
4	Your institution provides adequate human and material resources	14 48.3%	14 48.3%	- -	1 3.4%	3.41	0.682
5	The operation of your university is limited to the five (Education, Administration, Social Sciences, Arts, Sciences and Applied Sciences) disciplines approved by the NUC to be operated on short to medium term of between 2009 and 2015	12 41.4%	15 51.7%	2 6.9%	- -	3.34	0.614
6	Your institution admits candidates strictly in compliance with the minimum national requirements for university admission	23 79.3%	5 17.2%	- -	1 3.4%	3.72	0.649
7	Your centre provides adequate continuous assessment for each course	7 30.4%	10 43.5%	3 13.0%	3 13.0%	2.91	0.996
8	Pedagogy are appropriate to meet learning objectives	10 47.6%	9 42.6%	1 4.8%	1 4.8%	3.33	0.796
9	Continuous assessment is well-entrenched by your centre to promote learning through feed-back	14 50.0%	13 46.4%	1 3.6%	- -	3.46	0.576
10	A minimum of six academic staff is associated with each academic programme of your centre	13 50.0%	6 23.1%	7 26.9%	- -	3.23	0.863
11	Your study centre is staffed with at least a senior lecturer including IT support	13 44.8%	9 31.05	3 10.3%	4 13.8%	3.07	1.067
Weighted mean = 3.34							

Table 4.7 shows the response of the administrative staff on the quality assurance mechanisms instituted by dual-mode institutions with regards to the undergraduate distance education programme. The rating follows this order: the institutions admit candidates strictly

in compliance with the minimum national requirements for university registration (3.72) was ranked highest in the mean ratings. This is followed by effective monitoring of DE by the National Universities Commission(3.57), entrenchment of continuous assessment to promote learning through feed-back (3.46), Quality assurance through faculty support, students support and learning outcomes (3.43), the institutions provide adequate human and material resources (3.41), operation of the centres is limited to the five (Education, Administration, Social Sciences, Arts, Sciences and Applied Sciences) disciplines approved by the NUC to be operated on short to medium term of between 2009 and 2015 (3.34), appropriate pedagogy to meet learning objectives (3.33), monitoring of distance teaching and visiting tutors in study centres (3.28), association of a minimum of six academic staff with each academic programme (3.23), staffing of the Centre with at least a senior lecturer including IT support (3.07) and lastly by the Centre provides for adequate continuous assessment for each course.

Table 4.7 reveals the weighted mean of 3.34 out of the obtainable maximum 5.00, which is higher than the standard mean of 2.50. This implies that the selected dual-mode federal universities were committed to providing quality assurance to ensure parity of esteem with the conventional degree programme. This corroborates the interview with the directors that the DLI, DLC and CDL ensured quality through compliance with the national minimum general admission requirements of minimum of five O/Level Credits, including English and Mathematics in relevant area, screening of students for admission, same curriculum as the conventional programme, teaching of courses by same lecturers to undergraduate regular and distance learning students, same structured test and examination, quality control mechanisms and senate for ratification of results.

The findings imply that the selected dual-mode federal universities in South-Western Nigeria were, to some extent, committed to quality assurance to ensure parity of esteem with the conventional degree programme. Quality assurance provision of the sampled centres followed the same pattern. Generally, in line with the NUC guidelines, apart from the quality assurance unit established by each centre, students were admitted based on national minimum admission requirements, courses were not offered outside those recommended by the NUC, same curriculum was operated for both regular and distance learning students, same lecturers were used to implement the curriculum and course materials were vetted before production. This implies that quality in distance education emphasised by Ghande (2009) and Adesina (2015) had become the watchword of all the centres that were studied. Among the age-long quality control and assurance systems in ODL programme is the

production of quality learning materials (Lewis 1989; Freeman 1991), monitoring correspondence teaching, and visiting tutors in study centres to forestall unethical practice (Tait 1993b). However, towards the effectiveness of distance education programme, quality assurance-related problems identified by Egbhokare (2015) regarding teaching, learning and research environment, curriculum delivery, quality of staff and students must be seriously addressed.

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Research Question Number 7: What was the trend and status of undergraduate enrolment in dual-mode federal universities in South-Western Nigeria?

The above-stated question was answered with the enrolment data collected from the UNILAG DLI Record Office, UI DLC Data Base Unit, and OAUCDL Programme office

Table 4.8a: DLI, DLC AND CDL STUDENT ENROLMENTS

S/N	YEAR	DLI	DLC	CDL
1	1974/75	NA	-	-
2	1975/76	501	-	-
3	1976/77	NA	-	-
4	1977/78	NA	-	-
5	1978/79	NA	-	-
6	1979/80	NA	-	-
7	1980/81	NA	-	-
8	1981/82	NA	-	-
9	1982/83	NA	-	-
10	1983/84	NA	-	-
11	1984/85	NA	-	-
12	1985/86	NA	-	-
13	1986/87	NA	-	-
14	1987/88	NA	-	-
15	1988/89	NA	1,122	-
16	1989/90	NA	1,639	-
17	1990/91	NA	625	-
18	1991/92	NA	1,101	-
19	1992/93	1,510	732	-
20	1993/94	NA	265	-
21	1994/95	1,309	182	-
22	1995/96	1,140	190	-
23	1996/97	527	227	-
24	1997/98	NA	556	-
25	1998/98	NA	320	-
26	1999/99	NA	NA	-
27	2000/01	NA	618	-
28	2001/02	NA	326	-
29	2002/03	NA	348	NA
30	2003/04	NA	NA	NA
31	2004/05	NA	NA	NA
32	2005/06	NA	418	NA
33	2006/07	NA	1,243	NA
34	2007/08	9,071	2,559	234
35	2008/09	6,470	2,495	412
36	2009/10	10,605	3,637	672
37	2010/11	12,313	10,388	1,010
38	2011/12	13,246	17,564	569
39	2012/13	14,039	16,683	726
40	2013/14	14,524	16,443	961
41	2014/15	15,225	16,411	1,066

Source: DLI Record Office, UI DLC Data Base Unit, and OAUCDL Programme office

Key: NA = Not Available

Table 4.8a indicates the enrolment of the DLI, DLC and CDL since inception of each centre. The table indicates that the enrolment data of DLI were not available between 1976 /1977 and 1991/1992, perhaps due to poor record-keeping. However, due to computerization resulting from technological advancement, the enrolment data were consistently available in all the selected institutions as from 2007/2008. Yet, while the enrolment of DLI consistently increased from 2011/12 to 2014/15 that of the DLC and CDL fluctuated. Though the enrolment of the centres was somehow low compared to that of the University of South Africa of 250,000 as at 2012/2013, the general improvement, no doubt, indicates prospect for improved enrolment in respect of the undergraduate distance learning programme in the sampled universities.

Table 4.8b: Status of undergraduate students' enrolment in dual-mode federal universities in South-Western Nigeria, 2007 – 2014

University	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	Total
UNILAGDLI	9,071	6,470	10,605	12,313	13,246	14,039	14,524	15,225	95,493
UIDLC	2,559	2,495	3,637	10,388	17,564	16,683	16,443	15,411	86,180
OAUCDL	234	412	672	1,010	569	726	961	1,066	5,650
Total	11,864	9,377	14,914	23,711	31, 379	31, 448	31,928	32,702	187,323

Source: DLI Record Office, UI DLC Data Base Unit, and OAUCDL Programme office

Table 4.8b indicates the status of the undergraduate enrolment in the distance education programme of the DLI, DLC and CDL. The enrolment of DLI consistently progressed between 2007/8-2014/15 while that of DLC and CDL fluctuated. The progressive trend of enrolment in the Centres confirmed the assertion of the three directors interviewed that there is prospect for the programme. Yet, the enrolment was too low to the 350,000 targeted by the National Universities Commission. The total enrolment for the three centres between 2007/08 and 2013/14 was 187, 323. The commencement date of distance education programme certainly had impact on the enrolment between 2007 and 2014; it followed the order in which the institutions embarked on distance education programme. The DLI which commenced operation in 1974 had the highest enrolment of 95, 493, followed by DLC that was established in 1988 with 86,180. The OAUCDL which commenced distance learning programme in 2002 had the least enrolment of 5,650. Thus, the OAUCDL that was established last had the least enrolment. Yet, the total enrolment implies that undergraduate programme in the centres of the accredited dual-mode federal universities sampled in South-West Nigeria was not yet adequate to address the problem of access.

The finding confirms the remark of Adelowotan (2016) that enrolment of the centres was below that of other world distance learning institutions such as the UNISA, Indira Gandhi Open University etc. with more than 400,000 enrolments. It also lends credence to the observation of COL (2001) that beneficiaries of ODL in Nigeria are statistically low compared to the on-campus students. The low enrolment also confirms the assertion of Nakpodia (2010) that distance education constitutes a very small component of higher education provision within the federal education system as well as the NUC (2009) assertion that the six accredited dual-mode universities have limited capacities to deliver degree programme by the open and distance learning in addition to conventional face-to-face mode. Thus, the problem of scaling enrolment up to a sustainable level mentioned by Egbokhare (2015) still persisted. This in turn makes relevant the bitter truth of Lentel and Rourke (2004) that if ODL cannot cater for large number of learners, then it is another approach that consumes large amounts of resources but fails to be sustained in the long run. This is a food for thought for distance learning providing institutions, NUC and the federal government of Nigeria.

Research Question Number 8: To what extent did the dual-mode federal universities in South-Western Nigeria comply with the NUC policy guidelines on the practice of distance education?

This question was answered based on the data on admission requirements, course offering, technological deployment, Administration, Evaluation and Assessment that were collected from the administrative offices of the sampled centres as well as the administered questionnaires on capacity development, learner support services and quality assurance. Those collected through questionnaires are indicated in tables 4.5, 4.6a and 4.7, while those collected from the administrative offices are indicated in tables 4.9, 4.10 and 4.11

Table 4.9: The Undergraduate Distance Education General Admission Requirements of DLI, DLC and CDL

LEVEL	NUC Recommendation	DLI Requirements	DLC Requirements	CDL Requirements
100	Minimum national requirements for university registration.	O/Level or SSCE WASCE, NECO or its equivalent with Credits in 5 subjects including English Language and Mathematics at not more than two (2) sittings.	5 O/Level Credits at one sitting or 6 Credits including English Language and other peculiar subjects relevant to each department.	WASSCE /GCE (or Equivalents) with credits in five subjects obtained in not more than two sittings: Subjects must include English language, Mathematics and others that are relevant to course of study.
200	O/Level (WASSCE, NECO, GCE, NABTEB etc.) A/Level (IJMB,NCE,OND,RN, HND, BACHELOR DEGREE)	200 level applicants must have GCE O/Level WAEC, SSCE, NECO or its equivalent with 5 Credits in English Language and Mathematics passed at 'A/Level in the proposed subject of study; NCE obtained from former college of education, University of Lagos, in the science subject to be offered or from any recognized college of education.	200 Level (4 sessions) Candidates with at least 2 A-Level papers, NCE or equivalent plus, 5 O/Level Credits at ONE sitting or 6 O/Level Credits at two sittings including English Language and other peculiar ordinary and advanced level subject relevant to each department	General Certificate of Education or its equivalent of which at least two shall be at the advanced level or five credit passes of which at least three shall be at advanced level provided such passes are not counted at both levels of the examinations.

Source: Brochure / Handbook of DLI, DLC, and CDL

Table 4.9 above indicates the admission requirements into the undergraduate programmes of the selected distance learning centres of the dual-mode federal universities in South-Western Nigeria. Generally, for admission into the undergraduate programme, the centres required a minimum of 5 O' Level credits of SSCE, WASCE, NECO or its equivalent at one sitting or six at two sittings, including English and Mathematics. Apart from meeting O/Level requirements, all the institutions required a minimum of 2 A' Level papers, NCE or its equivalent for direct entry into 200 level.

Table 4.10: Programme and Courses being run by DLI, DLC AND CDL

DISCIPLINE	UNILAG DLI	UNIBADAN DLC	OAU CDL	
ARTS/HUMANITIES		Communication and Language Arts		
		B.A. English		
		B.A. French		
		B.A. Linguistics and Philosophy		
		Public Affairs		
EDUCATION	B.Sc. Education /Biology	Adult Education		
	B.Sc. Education/ Chemistry	Educational Management		
	B.Sc. Education / Physics	Guidance and Counselling		
	B.Sc. Education / Mathematics	Human Kinetics and Health Education		
		Library, Archival and Information Studies		
		Special Education		
		Teacher Education		
		Social Work		
	SCIENCES AND APPLIED SCIENCES		Agricultural Science	Nursing Sciences(B.NSc.)
	SOCIAL SCIENCES	B.Sc. Accounting	Political Science	Accounting/Management
B.Sc. Economics		B.Sc. Economics	B.Sc. Economics	
		Psychology		
		Statistics		
Administration		B.Sc. Business Administration		
	B.Sc. Public Administration			

Source: Brochure of DLI, DLC, and CDL

Table 4.10 indicates the courses being offered by the centres of the three dual-modes federal universities selected for this study. Comparatively, the University of Ibadan DLC had the highest number of courses: It offered 18 courses, while the DLI and OAUCDL respectively offered 8 courses 3 courses respectively. The finding however revealed that none of the centres of the enumerated dual-mode federal Universities offered courses outside the five programmes (Education, Humanities, Administration /Management, Sciences and Applied Sciences, and Social Sciences) recommended by the NUC for offering between 2009 and 2015. The DLI did not offer any arts subject. According to Adelowotan (2016), the institute concentrated on Science Education and Social Sciences such as B.Sc. Accounting, Business Administration, Economics, Public Administration and B.Sc. Science Education (Education/Biology, Education/Chemistry, Education/Physics and Education /Mathematics). Though with the 2014 NUC revalidation exercise, six courses that were revalidated for the university of Ibadan DLC courses were Bachelor of Social Work, B.A English, B.A. Philosophy and Public Affairs, B.Sc. Psychology, B.Sc. Economics, B.Sc. Political Science, the 18 courses being offered by the centre previously cut across the five programmes prescribed by the NUC. The eighteen courses that were previously offered by DLC in **Education** (Adult Education, Educational Management, Guidance and Counselling, Library, Archival and Information Studies, Special Education, Teacher Education and Social Work), **Humanities** (Communication and Language Arts, English, French, Linguistics, Philosophy and Public Affairs) **Social Science** (Economics, Political Science, Psychology, and Statistics), and **Science** (Agricultural Science). Similarly, Accounting/ Management, Nursing Sciences and Economics being offered by Centre for Distance Learning of the OAUCDL belong to Science and Social Sciences. The institution did not offer Arts and Administration related courses.

In the area of administration, each of the centres was found to be semi-autonomous under separate management answerable to the office of the Vice-Chancellor. Apart from formulating policies and employing its own staff, the management of DLI supervised day-to-day affairs and generated fund for the running of the Centre. The Academic Board of Studies and Examination, being the highest academic body, was responsible for all academic matters of the institute. Students' examination results must be presented to the board for approval before transmission to the senate of the University. The director of the institute was the chairman of the board and all academic members of the institute were members. The DLC had a directorate comprising the director, deputy director (administration), deputy director (academic), deputy registrar, and heads of unit for effective administration of the

programme. The DLC also had Servicom, quality assurance committee as well as monitoring team for examination. The CDL also had quality assurance committee. The administrations of the centres are as indicated in table 4.11

Table 4.11 Administration of DLI, DLC and CDL

S/N	DLI	DLC	CDL
1	Director	Director	Director
2	Deputy Director Academic Planning and Development	Deputy Director Administration	Deputy Director
3	Deputy Director Media Services and Course Material Development	Deputy Director academic	Students Affairs Officer
4	Institute Secretary	Deputy Registrar	Administrative Secretary
5	Chief Accountant	Finance officer	Chief Finance Officer

Source: Fieldwork, 2016

Table 4.11 indicates that the administration of each centre was limited to five principal officers. Yet, with the exception of the directors that had uniform nomenclature, the title of other officers varied across the institutions. For instance, DLI had institute secretary; DLC had Deputy Registrar, while CDL had Administrative Secretary. Also, DLI had Chief Accountant, while DLC and OAUCDL respectively had Finance Officer and Chief Finance officer.

Apart from the principal officers indicated in Table 4.11 above, for effective administration, each of the centres had sub-committees. For instance, DLI had the management board, programme coordinators, learner support management, course material development and media services, business committee, appointment and promotion committee, examinations and time-table, research and publications, quality assurance and Servicom, students and staff welfare. Similarly, apart from departmental coordinators for each of the courses being offered, the DLC had committees for quality assurance, teaching practice and practicum as well as examinations monitoring team. The OAUCDL, according to Aribaba (2016) had Programmes, Academic, Administrative, Multimedia, Faculties and Finance units.

The general existence of administrative units such as Learner-Support, Quality Assurance, Information, Advice and Guidance, Academic Support, Admissions, Media and Information, Server and information, Examinations and Records etc in all the sampled institutions is in line with the National Policy on Education Guideline on internal

organization and administration of the centres. This is contained in Section 8 subs - section 63 on page 31 of the national policy on education (2004). This has however nullified the view of Adedokun (2010) that ODL in Nigeria has not been accorded good administrative practices in terms of policies, monitoring and finance.

With regards to technological deployment, DLI, DLC and CDL employed the use of modern instructional technologies such as the internet, centres website-www, Tablet, E-library, radio, social media such as E-mail, WhatsApp etc. to transact with the students. The DLI, according to Adelowotan (2016), employed the institution's Radio Station to deploy lectures, had a video conferencing Centre and the University of Lagos Printing Press situated opposite the Faculty of Social Sciences. He stated further that the revalidation of the Centre by the NUC in 2015 to operate distance education for another five years was due to strict compliance with the commission's guidelines. In the same vein, Oyesoji (2016) established that information technology was employed to deploy course materials, downloadable into phones, Ipad, MP3 etc. According to him, some of the study sessions had been scripted and were being broadcasted on the university's Diamond Radio F.M. 101.1 while others were delivered and captured in audio-visual format in a classroom environment for students use. The Centre for Distance Learning of the Obafemi Awolowo University, according to Aribaba (2016), employed both conventional face-to-face mode of lecture delivery and application of multimedia technology that supports electronic instructional delivery mode (e-learning) as well as independent learning or correspondence. The technology for e-learning comprised Digital Video Broadcast (DBV-based) VSAT and multimedia conferencing network systems. The transmission and streaming of video and audio signals enabled learners to access the centre's educational resources at remote centres locally, nationally and internationally. These were complemented with CD-ROMs, Zip Disks etc. The institution also transacted with the students through the portal, telephone networks, e-mail, user group mobile facility and multimedia learning resources. The OAUCDL also had 2000-seater CBT centre.

The finding of the study indicates that the sampled distance learning institute and centres generally adopted multi-media instructional strategy with fully print-based correspondence course materials and occasional face-to-face interactive sessions. This, certainly, complies with the ICT-Enabled Supported Blended Learning Model (IESBL) recommended by the NUC for ODL providing institutions. The use of the internet facilities, tablet, social media, radio transmission etc in distance education programme of the sampled institutions, therefore, negates the assertion of Adedokun (2010) that existing literature

(Adekanmbi 1992, Igbafe 2001 Osuji 2005) that most institutions of distance education in Nigeria such as Distance Learning Institute, NTI, Kaduna; and the DLC were yet to embrace other media than print to deliver instruction. If COL (2001) established that the multi-media mode approach is a trade mark of effective distance education and the finding of Adalakun (2010) revealed that multi-media instructional technique enhanced distance learners' learning outcomes in social studies, there is no doubt that the centres have, to some extent, arrived in terms of technology and media.

Evaluation and Assessment Procedures: As indicated in the interview conducted with the directors of DLI, DLC and CDL, the evaluation and assessment procedures employed by all the centres were similar and conformed with the NUC (2009) Guidelines. All the institutions evaluated the students through quizzes, assignments, continuous assessment and examinations. The continuous assessment of the centres ranged between 30% and 40% while examinations ranged between 60% and 70%. Computer-based testing, computer-marked and tutor-marked assignments were entrenched in the assessment of the students. Specifically, the Continuous Assessment of DLI ranged between 30% and 40% marks while Exam was between 60% and 70%. Apart from the fact that 100 level students of the institute were made to write CBT examination, computer-marked and tutor-marked assignments were entrenched in the assessment of the students. Also, Aribaba (2016) established that there used to be tutor-marked assignments. Students were expected to submit one or two assignments before the end of each semester. Continuous Assessment carried 40% while examination carried 60%. The DLC employed the use of computer-based testing especially for continuous assessment (Oyesoji, 2016)

With regards to capacity development, learner support services and quality assurance, the weighted mean of the sampled centres are indicated in Table 4.13 below.

Table 4.12: Distance Education Practice Index of DLI, DLC and CDL

Practice Index	DLI Weighted Mean	Standard Deviation	DLC Weighted Mean	Standard Deviation	CDL Weighted Mean	Standard Deviation
Capacity Development	2.98	0.75	3.10	0.60	3.08	0.85
Learner Support Services	2.84	0.75	2.89	0.74	2.92	0.87
Quality Assurance	3.35	0.83	3.35	0.50	3.41	0.91
Total	9.17		10.34		9.41	
Average	3.05		3.56		3.13	

Key: 0- 2.49 = **Low/Poor**, 2.50 - 2.59 = **Moderate**, 2.60- 4.00 = **High**

Table 4.12 indicates that in the areas of capacity development, learner support services and quality assurance, the DLC had the highest weighted mean average of 3.56, while the OAU CDL and DLI respectively had 3.13 and 3.05. Thus, of the three institutions sampled, DLI had the least weighted mean average. However, the weighted mean across the centres/institute was high against ≥ 2.50 threshold in term of Capacity Development (CD), Learner Support Services (LSS) and Quality Assurance (QA) respectively. The mean values of DLI, DLC and CDL on CD, LSS and QA are $(2.98 \pm 0.75; 2.84 \pm 0.85; 3.35 \pm 0.83)$, $(3.10 \pm 0.75; 2.89 \pm 0.74; 3.35 \pm 0.50)$ and $(3.08 \pm 0.85; 2.92 \pm 0.87; 3.41 \pm 0.90)$ respectively.

The findings revealed that DLI, DLC and CDL, to some extent, complied with the NUC guidelines in the areas of admission requirements, course offering, and establishment of centres, administration, technological deployment, capacity development, learner support services and quality assurance. Generally, for admission into the undergraduate programme, the centres required a minimum of 5 O/Level credits of SSCE, WASCE, NECO or its equivalent at one sitting or six at two sittings, including English and Mathematics; none of the centres offered courses outside the five disciplines (Education, Humanities, Administration /Management, Sciences and Applied Sciences, and Social Sciences)

recommended by the NUC guidelines for offering between 2009 and 2015; In the area of administration, each of the centres was found to be semi-autonomous under separate management answerable to the Office of the Vice-Chancellor;. the sampled distance learning institute and centres adopted multi-media instructional strategy with fully print-based correspondence course materials and occasional face-to-face; Technological deployment was, to some extent, compliant with the ICT-Enabled Supported Blended Learning Model (IESBL) recommended by the NUC for ODL providing institutions. The Continuous Assessment procedures generally ranged between 30% and 40% marks while Exam was between 60% and 70%. Apart from the fact that 100 level students of the institute write CBT examination, computer-marked and tutor-marked assignments were entrenched in the assessment of the students; the weighted mean across the centres / institute was high against ≥ 2.50 threshold in term of Capacity Development (CD), Learner Support Services (LSS) and Quality Assurance (QA) respectively.

The compliance of the centres with the NUC guidelines was attributed by the directors interviewed to strict compliance with the extant provision of the NUC (2009) guidelines on ODL practice in Nigeria. Therefore, the gravity of mismatch between policy and practice mentioned by Aderinoye and Ojokheta (2003) and reported by the NUC (2009) had, to some extent, being reduced.

Research Question Number 9: What implementation challenges confronted dual-mode Federal Universities in South-Western on the undergraduate distance education programme?

This question was answered with the results obtained from the interview with the directors and response of the administrative staff to the items of the questionnaire. Content analysis was used for the interview with the directors, while frequency counts, percentage, mean and standard deviation was used to analyse the data obtained through questionnaire: The interview conducted with the directors revealed that DLI, DLC and CDL were faced with specific and general implementation challenges as discussed below.

Specifically, according to Adelowotan (2016), DLI could not conduct revisions and examinations for the students unless the regular students were on vacation because same facilities were being used for both. Also, because there was no facility to deploy educational materials online, DLI could not be a virtual university or university of the air. He further stated that capacity development of the institution was hindered by inadequate infrastructures such as the internet bandwidths, institutional support, perception of ODL as

time consuming, expensive to run, problem of funding. He further revealed that the students yearning for face-to-face interactions coupled with the infrastructural facilities and cost of internet access also hindered making physical contact minor. He concluded that DLI undergraduate programme was not yet there as staff-student ratio was low; 44 members of the academic staff were serving 14 thousand students. The implementation challenges of DLC identified by Oyesoji (2016) during the interview with him included erratic power supply which made the centre, to sometimes, purchase diesel. He added that inadequate internet bandwidths supply to DLC by the main university and negative attitude of some staff members constituted a hindrance to capacity development. According to him, the pessimism of such staff members that nothing good could come out of distance education, need to be addressed. Such pessimists who were poorly committed to the programme believed that students could not be supervised online. Aribaba (2016) identified the implementation problems of the OAUCDL as poor technological know-how with regards to how to download materials, accessibility to materials, and outrageous cost of distance education. He mentioned other problems as erratic power supply, exchange rate which hindered capacity development and inadequate of personnel well-grounded in ICT. According to him, some senior staff used to invite junior members to check their e-mail or do some ICT-related works for them. Yet, to minimize the effects of erratic power supply, the OAUCDL provided tablet, battery and power bank to students. General implementation challenges of the undergraduate programme of the DLI, DLC and CDL in South-Western Nigeria are as discussed:

Firstly, cognitive dissonance still persisted in the practice of the programme in the enumerated centres. Committed academic staff members were optimistic of the programme, while the conservative ones were pessimistic that nothing good could come out of it. The latter upheld that students cannot be supervised online. This negative attitude constituted a hindrance to capacity development. Yet, according to Oyesoji (2016), apart from the fact that 44 students of DLC were within first class honour range during the 2013/14 session, about six students of the Centre made first class in 2015.

Secondly, problem of erratic power supply and low internet bandwidths generally persisted in all the centres as indicated in the interviews differently conducted with the directors of CDL, DLI and DLC. During the interview with Oyesoji (2016), he stated that in addition to erratic power supply which made the DLC to result to the purchase of diesel, inadequate internet bandwidths were supplied by the main university.

Thirdly, the students were conservative and contrary to the practice of ODL wanted face-to-face interaction to be major. Adelowotan (2016) revealed, that apart from the fact

that students were not ready to make face-to-face minor, the infrastructural facilities and cost of internet access also hindered making physical contact minor.

Fourthly, apart from the fact that distance learning programme was not yet cost effective at the centres due to low enrolments and the peanut being charged as tuition, fees also varied in the sampled institutions. The tuition fees follow this order: DLI (N120, 000), CDL (N100, 000) and DLC (94,000). Thus, DLI charged highest fee, while DLC charged the least. Adelowotan (2016) stated that the DLI students paid N113, 000 Basic/ N120, 000 total package while regular students paid N45, 000. He observed that this fee was not outrageous except that Nigerians were not ready to pay for university education. He established that the distance learning programme of the DLI was not yet cost effective due to the initial massive financial requirements of video conferencing, radio station, conference centre, writing of modules, printing press and text production etc. Yet, he expressed optimism that in the long run, the programme of the institute will be cost effective. Previously, students of DLC paid N89, 000 as tuition but the 2015/16 students were charged N94, 000 without tablet. Though Aribaba (2016) of the OAUCDL said that N250, 000 tuition was not much for the nursing students of the institution who received shift duty allowance, he called for downward review of the tuition of distance education programme to motivate artisans and low income earners, mostly primary school teachers who earn less than 20,000 monthly and find it difficult to pay N100, 000 per session. This is however contrary to the view of Adelowotan.

The administrative staff response to the items of the questionnaire corroborates the interview with the directors on the implementation challenges of the undergraduate distance education programme are contained in table 4.13 below:

Table 4.13: Implementation Challenges of the Undergraduate Distance Education Programme in Dual-mode Federal Universities

S/No	Item	SA	A	D	SD	Mean	STD.D
1	Undergraduate distance education programme of your institution is faced with erratic power supply	8 28.6%	8 28.6%	7 25.0%	5 17.9%	2.32	1.090
2	Tutors trained in ODL are not adequate in your institution	6 22.2%	8 29.6%	10 37.0%	10 11.1%	2.37	0.967
3	There is problem of funding due to lack of government support	4 13.3%	11 36.7%	7 23.3%	8 26.7%	2.63	1.033
4	There is inadequate media and technology for instructional delivery	3 10.0%	7 23.3%	10 33.3%	10 33.3%	2.90	0.995
5	There is high rate of attrition or drop-out	4 13.3%	6 20.0%	13 43.3%	7 23.3%	2.77	0.971
6	Teachers with e-learning skills are inadequate	5 17.2%	5 17.2%	12 41.4%	7 24.1%	2.72	1.031
7	Out of concerns for additional workload, academic staff are not well-disposed to DE programme	6 20.7%	6 20.7%	14 48.3%	3 10.3%	2.48	0.949
8	There is poor institutional support to distance education	4 13.3%	9 30.0%	12 40.0%	5 16.7%	2.60	0.932
9	There is lack of administrative infrastructure to support distance teaching	4 13.8%	8 27.6%	7 24.1%	10 34.5%	2.79	1.082
Weighted mean = 2.62							

Table 4.13 shows the response of the respondents (administrators) to the implementation challenges of the undergraduate distance education programmes in dual-mode federal universities. The rating is as follows: inadequate media and technology for instructional delivery (2.90) was ranked highest in the mean rating, followed by lack of administrative infrastructure to support distance teaching faculty (2.79), high rate of attrition or drop-out (2.77), teachers with e-learning skills are inadequate (2.72), problem of funding due to lack of government support (2.63), poor institutional support to distance education (2.60), poor disposition of academic staff out of concerns for additional

workload (2.48), inadequate of tutors trained in ODL (2.37) and lastly erratic power supply (2.32).

Table 4.13 further revealed the weighted mean of 2.62 out of the obtainable maximum 5.00. This is higher than the standard mean of 2.50. Inadequate media and technology for instructional delivery was the challenge that strongly affected implementation of the undergraduate distance education programmes in dual-mode universities while erratic power supply was the least. The in-depth interview conducted with the directors of DLI, DLC and CDL also revealed that none of the policy guidelines was adequately implemented in their respective universities due to persistence of cognitive dissonance, erratic power supply, inadequate internet facilities, desire of students for more face-to-face interactions contrary to the principle of ODL, inadequate infrastructural facilities, low staff-student ratio, cost of internet access and programme due to low enrolment and initial massive financial requirements. 1992); yet, the problem of poor administrative practices (Adelakun, 2010), scarcity of learner support services in dual-mode system (Ipaye, 2007), mismatch between policy and practice (NUC, 2009), failure of most institutions to fully embrace instructional media apart from the print to deliver instruction ((Adekanmbi 1992, Igbafe 2001, Osuji 2005) had, to some extent, been reduced. However, it must be mentioned that students desire for more face-to-face is contrary to the principle of distance education practice and NUC (2009) policy guideline that states that students should not be required to attend classes or be engaged in face-to-face contact unless there are compelling reasons such as examination, periodic facilitation and practicum.

Research Question Number 10: How best can the implementation problems of the undergraduate distance education programme in South-Western Nigeria be addressed?

This question was answered with the response obtained from the interview conducted with the directors of the DLI, DLC and CDL. The responses indicated that problems of undergraduate distance education programme in dual-mode federal universities in South-Western Nigeria could be addressed as follows:

1. Since Education For All could not be achieved without ODL, Adelowotan (2016) emphasized NUC continuous regulation of the programme. Having stressed that the NUC should clamp down on universities masquerading part-time programme as distance education, he established that concurrent approval of more part-time programmes in various universities by the commission was counter-productive to the development of distance learning centres. Similarly, Oyesoji (2016) called for definite policy guideline towards general acceptance of ODL.
2. To minimize the implementation problem of ODL, there must be enlightenment on its Theory and Practice and increase of awareness lectures such as the University of Ibadan 'Distinguished lectures. Also, the public should be adequately sensitized to boost undergraduate enrolments (Adelowotan, 2016)
3. To minimise the problem of funding, all the directors called on both federal and state governments to assist financially in respect of capacity development and provision of necessary infrastructures so that IGR can sustain staff salary. Also, Adelowotan (2016) emphasised the need for partnership with government, corporate bodies and private individuals.
4. The directors also suggested the introduction of education levy and adequate enforcement of tax payment to assist in funding of ODL programme in various institutions.
5. To motivate learners and boost undergraduate enrolment, distance education offering institutions should review fees downward for low income earners to meet up and give out CDs, tablets, hard copy or printed materials at affordable cost (Aribaba, 2016)
6. All the directors suggested provision of enabling environment, more structures, video conferencing facilities, regular electricity supply and space. They also emphasised production of interactive modules for students to easily understand the content.

Research Question Number 11: What similarities and differences existed in the evolution, practices and challenges of the undergraduate distance education programmes of the sampled institutions in South-Western Nigeria?

The answer to this question was drawn from the outcomes of the interviews with the directors of the sampled centres, archival materials and response of the tutors, administrative staff and students' response to the items of questionnaires.

i. Commencement and Evolution of Distance Learning Programmes

Distance education programme did not begin in the institutions sampled in South-Western Nigeria at the same time. The DLI, DLC and CDL respectively embarked on the programme in 1974, 1988 and 2002. The University of Lagos, the first institution to commence on the programme in the geo-political zone, established the Correspondence and Open Studies Unit (COSU) in 1974. The transformation of the University of Ibadan Pilot Correspondence Programme and Correspondence Course for Diploma and Degree Programme to External Studies Programme in 1988 marked the beginning of distance learning programme in the institution. In the same vein, the Governing Council of the Obafemi Awolowo University, Ile- Ife, at the meetings of April 16 and 17th, 2002 approved and established the institutions' Centre for Distance Learning in the same year. This was to provide qualitative tertiary education via the Open and Distance Learning mode to the youths who possess admission requirements into Nigerian universities but were not admitted as well as the working class people who were desirous of pursuing sub-degree and degree, undergraduate and postgraduate programme without losing their jobs.

Change of Nomenclatures: In line with the name "Distance Education" that was officially adopted in 1982 by the International Council on Distance Education, the universities of Lagos and Ibadan respectively changed nomenclatures several times before arriving at Distance Learning Institute and Distance Learning Centre respectively. The Correspondence and Open Studies Unit (COSU) of the University of Lagos transmuted to Correspondence and Open Studies Institute (COSIT) in 1983, and to reflect the distance learning philosophy, the name COSIT, was changed to Distance Learning Institute in 1997. Similarly, the University of Ibadan Pilot Correspondence Programme for Science Students and Correspondence Course leading Diploma and Degrees metamorphosed to External Studies Programme, Centre for External Studies on 22nd August, 1988. It became Distance Learning

Centre in 2002; the nomenclature was maintained up till the period of this study. However, unlike the universities of Lagos and Ibadan, the Obafemi Awolowo University (OAU) Governing Council at its meeting of April 16 and 17th, 2002 approved and started her centre on a pure distance learning mode. Therefore, the nomenclature, Centre for Distance Learning was maintained till the time of this study.

Evolution to full-fledged Distance Education Programme: The sampled dual-mode federal universities in South-Western Nigeria though commenced distance education programme at different times, full-fledged evolution from sandwich to real distance education was generally achieved in 2011. They were all fortunate to be three of the six institutions that were accredited by the NUC in the said year to offer distance education at diploma, undergraduate and postgraduate levels.

ii. Similarities and differences in the Practices of distance Education

Establishment of centres: To catch up with global practices and NUC guidelines, all the sampled institutions established distance learning centres within or outside the parent institution. As at the time of this study, the DLI which was initially established as a unit of the Continuing Education Centre (CEC), had her centre within the parent campus very close to the International School of the institution. Similarly, the External Studies Programme, later Centre for External Studies and now Distance Learning Centre of the University of Ibadan originally commenced operation in the wooden structure at the postgraduate school of the institution. Similarly, as at the time of this study, it was operating the Morohundiya Centre along with her permanent CBT Centre at Sasa/Ajibode extension. The latter was commissioned in March, 2015. Like the DLI and the DLC, the OAUCDL had occupied her permanent site and administrative headquarters in Moro, Ife North Local Government. It was commissioned on 14th March 2014 by the Pro-Chancellor, Prof. Rowland Ndoma-Egbe.

Improved Administration / Semi-autonomy: The centres at the onset used to be under the aegis of a department and her head. As at the time of this study, there was a general improvement in the administration of distance learning centres across the selected dual-mode federal universities in South-West Nigeria. Each of the centres was found to be semi-autonomous under constituted directorate. The directorates comprised five principal officers each to oversee the practice of distance education programme. Yet, with the exception of the directors that had uniform nomenclature,

the title of other officers varied across the institutions. For instance, DLI had institute secretary; DLC had Deputy Registrar, while CDL had Administrative Secretary. Also, DLI had Chief Accountant, while DLC and OAUCDL respectively had Finance Officer and Chief Finance officer.

Also, in addition to the five member directorate, the institutions generally had sub-administrative units such as Learner Support, Quality Assurance, Information, Advice and Guidance, Academic Support, Admissions, Media and Information, Server and information, Examinations and Records etc.

Admission Requirements: Generally, for admission into the undergraduate programme, all the centres required a minimum of 5 O/Level credits of SSCE, WASCE, NECO or its equivalent at one sitting or six at two sittings, including English and Mathematics. Apart from meeting O/Level requirements, all the institutions required a minimum of two A / Level papers, NCE or its equivalent for direct entry into 200 level.

Learner Support services: All the centres of the Federal Dual-mode Federal Universities that were sampled in South-Western Nigeria had learner support services units and provided learner support services such as orientation/induction programme for new students, Management Information Services, Information, Advice and Guidance, face-to-face interaction, feedback on assignments, , interaction through the social media,. Yet, it was only the UIDLC that offered ICT training to the students.

Course Offering: None of the centres of the enumerated dual-mode federal Universities in South-Western Nigeria offered courses outside the five programmes (Education, Humanities, Administration /Management, Sciences and Applied Sciences, and Social Sciences) recommended by the NUC for offering between 2009 and 2015. DLI did not offer any arts subject. The institute concentrated on Science Education and Social Sciences such as B.Sc. Accounting, Business Administration, Economics, Public Administration and B.Sc. Science Education (Education/Biology, Education/Chemistry, Education/Physics and Education/Mathematics). Though with the 2014 NUC revalidation exercise, six courses that were revalidated for the university of Ibadan DLC courses were Bachelor of Social Work, B.A English, B.A. Philosophy and Public Affairs, B.Sc. Psychology, B.Sc. Economics, B.Sc. Political Science, the 18 courses being offered by the centre previously cut across the five programmes prescribed by the NUC. The eighteen courses that were previously

offered by DLC in **Education** (Adult Education, Educational Management, Guidance and Counselling, Library, Archival and Information Studies, Special Education, Teacher Education and Social Work), **Humanities** (Communication and Language Arts, English, French, Linguistics, Philosophy and Public Affairs) **Social Science** (Economics, Political Science, Psychology, and Statistics), and **Science** (Agricultural Science). Similarly, Accounting/ Management, Nursing Sciences and Economics being offered by Centre for Distance Learning of the OAUCDL belong to Science and Social Sciences. The institution did not offer Arts and Administration related courses.

Technological Deployment: With regards to technological deployment, DLI, DLC and CDL generally employed the use of modern instructional technologies such as the internet, centres website-www, Tablet, E-library, radio, social media such as E-mail, WhatsApp etc. to transact with the students. Thus, the sampled distance learning institute and centres generally adopted multi-media instructional strategy with fully print-based correspondence course materials and occasional face-to-face interactive sessions.

Face-to-face contact: With the improved use of modern technology and the NUC guidelines, the face-to-face meeting of all the sampled centres had been reduced 70% online and 30% offline. However, the interactive sessions of the institutions were differently scheduled. DLI interactive session was usually held on Saturdays lasting a maximum of 8 hours for a three unit course and a maximum of 6 hours for a two unit course. UIDLC and OAUCDL respectively held face-to-face interaction sessions on week days and two weeks to examinations.

Quality Assurance: Quality assurance provision of the sampled centres followed the same pattern. Generally, in line with the NUC guidelines, apart from establishing quality assurance unit, each of the institutions complied with the national general admission requirements, screened students for admission, operated same curriculum and utilised the services of same lecturers for both conventional and distance learning programmes. Course materials were vetted before production. Also, none of the institutions offered courses outside those prescribed by the NUC. In a nutshell, they all had the same conditions for both conventional and distance education programmes from admission to graduation.

Evaluation and Assessment Procedures: In line with the NUC Guidelines, all the enumerated institutions evaluated the students through quizzes, assignments,

continuous assessment and examinations. To validate learning objectives, computer-based testing, computer-marked and tutor-marked assignments were entrenched in the assessment of the students. Yet, the continuous assessment of the centres was not uniform. That of the DLI ranged between 30% and 40% marks while Exam was between 60% and 70%. However, the DLC and CDL assessment were 40% CA and 60% Examinations.

Revalidated Courses: The DLC had highest number of programmes revalidated; Six out of the twenty-eight courses being run by the centre survived the NUC revalidation exercise. Twenty-two programmes were denied accreditation because course materials were moribund or archaic. The DLI and OAUCDL had 3 and 2 programmes respectively accredited. The six courses that were revalidated for the DLC are B.Ed. Social Work, B.A. English, Philosophy and Public Affairs, B. Sc. Psychology, Economics, and Political Science. The programmes that were revalidated for DLI are B.Sc. Economics, Public Administration, Accounting, and Business Administration; and B.Sc. Ed. Physics, Biology, Chemistry and Mathematics. The revalidated courses for the OAUCDL are: B. Ed English, B.Sc. Economics, B.Sc. Administration, B.Sc. Accounting and Basic Nursing Science.

Improved Institutional Commitment: After the NUC accreditation, there was improved institutional commitment across the centres in the areas of capacity development, quality assurance, learner support services, technological deployment as well as general increase in enrolment. However, the DLC had the highest weighted mean average of 3.56. It was followed by OAUCDL with 3.13 and DLI with 3.05. Thus, of the three institutions sampled, DLI had the least weighted mean average. However, the weighted mean across the centres / institute was high against ≥ 2.50 threshold in term of Capacity Development (CD), Learner Support Services (LSS) and Quality Assurance (QA) respectively. The mean values of DLI, DLC and CDL on CD, LSS and QA are $(2.98 \pm 0.75; 2.84 \pm 0.85; 3.35 \pm 0.83)$, $(3.10 \pm 0.75; 2.89 \pm 0.74; 3.35 \pm 0.50)$ and $(3.08 \pm 0.85; 2.92 \pm 0.87; 3.41 \pm 0.90)$ respectively.

Tuition fees: It varied across the sampled institutions. The total package of the sampled centres at the time of this study followed this order: DLI (N120, 000), CDL (N100, 000) and DLC (94,000). Thus DLI charged highest fee, while DLC charged the least.

Enrolment: The enrolment of DLI consistently increased from 2011/12 to 2014/15 that of the DLC and CDL fluctuated. The total enrolment for the three centres

between 2007/08 and 2013/14 was 187, 323. The commencement date of distance education programme certainly had impact on the enrolment between 2007 and 2014; it followed the order in which the institutions embarked on distance education programme. The DLI which commenced operation in 1974 had the highest enrolment of 95, 493, followed by DLC that was established in 1988 with 86,180. The OAUCDL which commenced distance learning programme in 2002 had the least enrolment of 5,650. Thus, the OAUCDL that was that was established last had the least enrolment.

iii. Challenges of the undergraduate Distance Education Programmes

General Challenges: The problems that cut across all the sampled distance learning centres in South-Western Nigeria were cognitive dissonance, erratic power supply, conservativeness of the students with regards to face-to-face interactions as well as cost ineffectiveness. Firstly, committed academic staff members were optimistic of the programme, while the conservative ones were pessimistic that nothing good can come out of it. The latter upheld that students cannot be supervised online. This negative attitude constituted a hindrance to capacity development. Secondly, erratic power supply and low internet bandwidths generally persisted in all the centres. Thirdly, the students were conservative and contrary to the practice of ODL wanted face-to-face interaction to be major. Fourthly, distance learning programme was not yet cost effective at the centres due to low enrolments and the peanut being charged as tuition.

Specific Challenges: DLI could not conduct revisions and examinations for the students unless the regular students were on vacation because same facilities were being used for both. Also, because there was no facility to deploy educational materials online, DLI could not be a virtual university or university of the air. Also, there was low staff-student ratio; 44 members of the academic staff were serving 14 thousand students. The DLC was face with negative attitude of staff members who were pessimistic that no good could come out of distance education. Such pessimists who were poorly committed to the programme believed that students could not be supervised online. The OAUCDL was faced with poor technological know-how on the part of some members of staff on to how to download materials, access materials, and outrageous cost of distance education programme. Some senior staff used to invite junior members to check their e-mail or do some ICT-related works for them.

Research Question Number 12: Is there prospect for the undergraduate distance education programme in dual-mode federal universities in South-Western Nigeria?

The question was answered with the response of the directors to the interview conducted as well as the data that were collected through students' questionnaire on the factors that were responsible for continuous acceptance of distance education. While content analysis was used for the qualitative information obtained through interview, statistical technique of frequency count, percentage, mean and standard deviation were employed to analyse the quantitative data obtained through questionnaire.

Despite the implementation problem that were encountered by the centres, the enactment and implementation of the 2009 guidelines by the NUC and creation of Open and Distance Education unit by the body signifies prospect for distance education practice in the country. Having remarked that before the guidelines, distance learning was essentially under the domestic jurisdiction of each university, Oyesoji (2016) established that with the creation of the division, the situation had dramatically changed.

Also, there is better future for distance education programme in the geo-political zone due to better compliance with the NUC guidelines on its practice, increased institutional commitment in terms of quality assurance, capacity development and provision of learner support services. Coupled with this is the improved administration, improvement of enrolment on yearly basis, deployment of technology to enhance transactional distance and reduction of face-to-face meetings. Also, Staff of the sampled institutions had been embarking on further studies via distance education to upgrade and boost their status (Aribaba, 2016). Though the directors of DLI, DLC and CDL admitted that in term of enrolment, distance education programme of the centres were far behind Indira Gandhi and Kenya Open University, Aribaba and Adelowotan respectively expressed optimism that Nigeria will get there as the younger ones will key-in into e-learning successfully due to their technological know-how.

Furthermore, to enhance the growth and development of the programme, the selected centres were all looking forward towards extending ODL programme to artisans such as iron-benders, tailors, carpenters, roadside mechanics etc. to facilitate better performance on their jobs. Apart from the success story of the DLC CBT centre which made the University of Ibadan one of the best distance education offering institutions, according to Oyesoji (2016), since the products of distance education programme could apply for postgraduate studies, some of them had become lecturers and found productive in various sectors.

The response of the students to the items of the questionnaire corroborates the findings of the interviews that there is prospect for distance education programme. This is indicated in table 4.14 below:

Table 4.14: Factors that enhanced continuous Acceptance of the Undergraduate Distance Education Programme in South-Western Nigeria

S/No	Items	SA	A	D	SD	Mean	STD.D
1	Distance education is meant to produce university graduates to meet national labour needs	278 29.0%	434 46.2%	176 18.4%	71 7.4%	2.98	0.882
2	DE facilitates the teaching of existing courses as taught to full-time residential students	274 28.6%	534 55.6%	131 13.7%	20 2.1%	3.08	0.758
3	DE directs and disseminates knowledge by diverse communication technology	172 17.9%	368 38.4%	303 31.6%	115 12.0%	2.60	1.151
4	DE provides access to globally competitive , qualitative and continuous education	291 30.3%	512 53.4%	115 12.0%	41 4.3%	3.06	0.811
5	The need to upgrade qualifications without losing job enhances continuous acceptance of distance education	221 23.0%	434 46.3%	194 20.2%	100 10.4%	3.00	0.993
6	The flexibility of distance education as opposed to part-time campus-based study facilitates its general acceptance	197 20.5%	379 39.5%	240 25.0%	143 14.9%	2.61	0.994
7	Life-long and life-wide learning which gives room to education beyond school age facilitates general acceptance of DE	456 37.1%	482 50.3%	90 9.4%	31 3.2%	3.14	0.847
8	DE provides cost effective and flexible alternative educational delivery	300 31.3%	440 45.9%	180 18.8%	39 4.1%	3.02	0.839
9	DE is a means of increasing internally generated revenue by the participating universities	264 27.2%	359 37.4%	204 21.3%	135 14.1%	2.82	1.031
10	Distance education provides wider access to university education	143 14.9%	294 30.7%	354 36.9%	168 17.5%	2.36	1.012
11	The programme helps to extend education from exclusive to inclusive mode	282 29.4%	500 52.2%	126 13.1%	51 5.3%	3.04	0.976
Weighted mean = 2.97							

Table 4.14 shows the response of student respondents to factors that led to continuous acceptance of the undergraduate distance education programme in South-Western Nigeria. They followed this order: the emergence of life-long and life-wide learning gives room to education beyond school age (3.14); DE facilitates the teaching of existing

courses as taught to full-time residential students (3.08); DE provides access to globally competitive, qualitative and continuous education (3.06), Distance education helps to extend education from exclusive to inclusive mode (3.04), DE provides cost effective and flexible alternative educational delivery (3.02); The need to upgrade qualifications without losing jobs enhances continuous acceptance of distance education (3.00), Distance education is meant to produce university graduates in disciplines necessary to meet national labour needs (2.98), DE is a means of increasing internally generated revenue by the participating universities (2.82), The flexibility of delivery as opposed to part-time campus-based study facilitates its general acceptance (2.61), DE directs and disseminates knowledge by a diversity of means available communication technology (2.60), and lastly by provision of wider access to university education (2.36).

The findings of the interview with the directors of distance learning centres in South-West Nigeria that portend prospect for distance education programme were better compliance with the NUC guidelines, improved institutional commitment, administration and technological deployment, technological know-how of the younger generation as well as crises of access to universities. This finding is corroborated with table 4.14 which revealed the weighted mean of 2.97 out of the obtainable maximum 5.00, which is higher than the standard mean of 2.50. This implies that those listed factors that led to the continuous acceptance of the undergraduate distance education programme in South-West Nigeria portend prospect for the programme.

The finding is therefore in line with the stand of Omolewa (1982) and NOUN (2013a) in support of prospect for distance education programme in Nigeria. Omolewa (1982) premised continued existence of the programme on unmet needs in the educational system, inability of the formal schools to absorb all eligible candidates, existence of working adults unwilling to resign and become full-time students. NOUN (2013a) concluded that as long as there is unsatisfied demand in higher education provision in Nigeria and as long as information technology continues to revolutionize education in every modern society, ODL is secured and sustainable in the country.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

Undergraduate distance education programme evolved in dual-mode federal universities in South-Western Nigeria between 1974 and 2014 in 1974-2002, 2002-2009 and 2009-2014. Its evolution from sandwich to full-fledged practice in 2011 in the sampled institutions resulted from technological development, economic change, the desire to meet up with the global practices as demanded by the NUC (2009) guidelines and accreditation of some courses of the selected institutions. Yet, going by Taylor's (1999) categorisation of evolution at global level, the programme was in the multimedia or second stage of technological evolution in the geo-political zone. The dual-mode universities were committed to the offering of the distance education programme through improved administration, capacity development, technological deployment, learner support services, quality assurance etc.

The evaluation and assessment procedures adopted by the centres were in line with the NUC stipulation that assessment should be based on continuous and final results. The weighted mean across the centres/institute was high against ≥ 2.50 threshold in term of Capacity Development (CD), Learner Support Services (LSS) and Quality Assurance (QA) respectively. The centres were committed to capacity development through internal development on setting of objective questions, writing of modules, sponsorship of staff members to conferences and workshops outside the universities both in Nigeria and abroad. Also, the learners enjoyed support services such as orientation programmes for new students, training on the use of ICT, Information, Advice and Guidance, Management Information Services, interaction at the study centres etc.

Quality in distance education programme was guaranteed in the sampled dual-mode universities through strict compliance with the national minimum admission requirements, screening/interview test for admission, limiting courses offered to those approved by the National Universities Commission, teaching of same course content as that of the conventional programmes by same lecturers, structured test and examinations, quality assurance as well as ratification of results by same senate.

The 187,323 enrolment (95,493 of DLI, 86,180 of DLC and 5,650 of CDL) between 2007/08 and 2013/14 as well as the 32,702 enrolment of the three centres in 2014 was too low to the 350,000 targeted by the National Universities Commission to be met by 2015 and 250,000 recorded by the University of South-Africa during the 2012/13 session. The

compliance of the sampled institutions with the NUC (2009) policy guidelines in the areas of admission requirements, available courses, evaluation and assessment procedures, administration, and technological deployment, had to some extent, reduced the reported low quality learning, unethical practices, gap between policy and practices as well as face-to-face interactions.

The general challenges of distance education programme implementation in the sampled institutions were persistence of cognitive dissonance, erratic power supply, low internet bandwidths, students' desire for increase of face-to-face interactive sessions, and cost of the programme due to low enrolment and meagre tuition fees being charged. To overcome the problems of distance education, the NUC should clamp down on universities masquerading part-time programme as distance education, enact definite policy guideline to facilitate general acceptance of ODL, embark on further enlightenment on its theory and practice, increase of awareness lectures, motivation of learners to boost undergraduate enrolment, Also, to motivate the learners, there should be downward review of fees, and provision of CDs, tablets, standard and interactive course materials at affordable cost, enabling or conducive environments, regular electricity supply.

Other solutions include improved or better compliance of dual-mode federal universities in South-Western Nigeria with the NUC guidelines, improved institutional commitment, administration and technological deployment, continuous acceptance of distance education programme technological know-how of the younger generation. Lastly, meeting the short fall in access to university education should be a motivating factor to the prospect of distance education programme in the geo-political zone, if properly harnessed.

5.2 Conclusion

Within the four decades of existence (1974-2014), the undergraduate distance education programme in all the sampled dual-mode federal universities in South-Western Nigeria had witnessed better regulatory framework and improved productivity. As at 2014 to which this study was delimited, despite the constraints of finance, low internet bandwidths and erratic power supply in the universities, the programme had significantly transformed from correspondence and sandwich practice to a full-fledged technologically-driven and a reliable mode of delivery. Despite being in the multimedia or second stage of technological development, the evolution was structural, pedagogical, technological and administrative. It also involved change of the vision and mission of each centre, improved enrolment and nature of students for which the programme was originally designed. This evolution was brought about by technological development, economic change, the desire to catch up with

the global practices and implementation of the NUC (2009) guidelines. The compliance of the centres with the NUC guidelines on admissions requirements, course offering, instructional media and technology, administration and evaluation signify that, to some extent, the reported gap between policy and practice had been bridged.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made to the stakeholders of distance education programmes towards achieving efficiency in the programme, especially in dual-mode federal universities in South-Western Nigeria.

1. The federal government, parent institutions and distance learning centres should work towards catching up with the global practices. Specifically, distance learning centres should acquire more modern and relevant instructional technologies produce standard and interactive course materials and offer massive ICT training to the students.
2. The institutions should ensure improved commitment in respect of administration, capacity development, technological deployment, learner-support services, prompt feedback to the students, and quality assurance at every stage.
3. The National Universities Commission should intensify efforts on quality control and supervision of distance education offering institutions, enact definite policy to boost enrolment, encourage and accredit more eligible universities.
4. The centres should explore all opportunities to improve on capacity development, quality assurance and provision of adequate and relevant learner-support services.
5. The parent universities should assist the centres financially to overcome the problems low internet bandwidths, infrastructural facilities and instructional delivery technology.
6. The federal government should try all best that is possible to boost and ensure regular and stable electricity supply.
7. The centres and the parent institutions should try to resolve the problem of cognitive dissonance through improved administration and adequate orientation programmes for the staff.

5.4 Contributions to Knowledge

The study contributes to knowledge as follows:

1. It provides in-depth information on the evolution, practices, and challenges of the undergraduate Distance Education Programme of the DLI, CDL and OAUCDL in South-western Nigeria.
2. Generally, it reveals that between 1974 and 2014, the programme evolved in South-western Nigeria in 1974-2002, 2002-2009 and 2009-2014
3. It indicated that full-fledged evolution from sandwich to distance education programme in dual-mode federal universities in the geo-political zone that was achieved with the NUC accreditation exercise of 2011 resulted from technological development, economic change, the desire to meet up with the global practices and strict compliance with the NUC 2009 guidelines.
4. It makes it glaring to the government, policy-makers and the citizenry that improved institutional commitment of the distance learning centres of the dual-mode federal universities in South-western Nigeria, coupled with compliance with the NUC guidelines, had helped a lot in reducing the reported unethical practices, low quality learning and mismatch between policy and practice of the programme..
5. It serves as an eye-opener to the Government, NUC, and distance learning offering institutions that apart from the fact that the enrolment of the three sampled institutions altogether was not adequate to address the problem of access to university education in the geo-political zone, it was far below the NUC target and that of other world distance learning institutions.
6. It provides data base for government intervention and planning, international organizations and future researchers.
7. Distance Education in dual-mode federal universities enhanced enrolment and accessibility of university education.
8. Flexibility in terms of lecture delivery was established
9. Cost effectiveness hindered the distance education programme in dual-mode federal universities in South-western Nigeria.
10. It exposes the challenges of programme implementation to all and sundry as persistence of cognitive dissonance, erratic power supply, low bandwidth, desire of students for more face-to-face interactions contrary to the practice of ODL, inadequate infrastructural facilities, low staff-student ratio, cost of internet access,

cost of the programme due to low enrolment and initial massive financial requirements

11. It indicates that, with distance education programme, the handicapped, prison inmates, nomadic herdsman, itinerant fishermen, women in purdah, the drop-outs of the formal school systems, artisans, those who could not get admission into regular university programmes and those already on jobs can acquire education to update and upgrade themselves for personal and professional development.

5.5 Limitations to the Study

The intensiveness involved in the interactive sessions made distance learning students not easily accessible. Therefore, it took the researcher time and intervention of tutors to persuade them to respond to the instrument. Also, since this study was limited to South-western Nigeria, it could not be used as a basis to generalize evolution, practices and challenges of the undergraduate distance education programme in the country.

5.6 Suggestions for Further Studies

In view of the stated limitations, the study can be replicated in all other geo-political zones at diploma, undergraduate and postgraduate levels. Also, apart from a comparative study of the programme in single and dual-mode institutions or in two geo-political zones of the country, further studies could be carried out on course design and development, management, evaluation, theory and research on distance education. Therefore, to have the result findings generalized, similar study must be carried out in all other geo-political zones of the country.

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INTERVIEWS

1. Interview with Dr. Olufemi Aribaba, a senior tutor and Head of Academic Unit, designated by the director of the Obafemi Awolowo University Centre for Distance Learning, Moro, Ile-Ife, Osun State, 25th April, 2016.
2. Interview with Dr. Adelowotan Michael Olajide, Acting Head of Accounting Unit, designated by the director of the University of Lagos Distance Learning Institute, 24th July, 2016.
3. Interview with Prof. Oyesoji Aremu, Deputy Director Academic, designated by the director of the University of Ibadan Distance Learning Centre, 29th November, 2016.

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APPENDIX 1

INTRODUCTION LETTER

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APPENDIX 11
DEPARTMENT OF EARLY CHILDHOOD AND EDUCATIONAL
FOUNDATIONS, UNIVERSITY OF IBADAN
INTERVIEW SCHEDULE FOR DISTANCE LEARNING CENTRE
DIRECTORS ON EVOLUTION, PRACTICES AND CHALLENGES OF
THE UNDERGRADUATE DISTANCE EDUCATION PROGRAMME IN
DUAL-MODE FEDERAL UNIVERSITIES IN SOUTH-WESTERN NIGERIA

Section A: Demographic Data

Name of the Centre.....
Name of the Director.....
Rank of the Director.....
Duration of Directorship.....
Experience in the field of Distance Education.....

Section B: Interview Schedule

- 1a. How did the undergraduate distance education evolve in your institution or what generation is distance education practice in your institution?
- (i) **The correspondence Model: Print** (Postal, Books, Journals, Magazine, Monographs, Postal services)
 - (ii) **Multimedia/Integrated Model** (print, audio tape, video tape, computer based learning, interactive video)
 - (iii) **Tele-learning Model** (Audio teleconferencing, video conferencing, audio graphic communication, radio and audio teleconferencing)
 - (iv) **Flexible Learning Model** (Interactive Multimedia or IMM, Internet based access to WWW resources, Computer mediated communication)
 - (v) **Intelligible Flexible Learning Model** (Interactive multimedia, internet-based access to WWW resources, Campus Portal Access to institutional Process and Resources)
- 1b. what factors do you think has promoted evolution of undergraduate distance education in Nigeria and your institution in particular?

- Problem of access () Parity of esteem () Flexibility () Cost effectiveness ()
 Improvement of communication technology ()
- Internally Generated Revenue by the providing institutions (), Global qualitative and continuous education ()
- 2a. What instructional delivery strategies are employed by your institution for the undergraduate distance education programme?
- Distribution of study materials ()
 Online study materials ()
 Laboratory and practical field work ()
 Week-end seminar ()
 Face-to face interaction ()
 Induction approach (),
 Use of audio tapes, video tapes, CD-ROMs ()
 Computer mediated learning study ()
- 2b. Is face-to-face interaction a major or minor part of instructional strategy?
3. What evaluation and assessment procedures are being employed by your institution for the implementation of the undergraduate distance education programme?
- Continuous Assessment ()
 Tutor-Marked Assignment ()
 Computer Marked Assignment ()
 Assessment of Examinations ()
- 4a. To what extent is your institution embarking on capacity or professional development of employees being engaged in undergraduate distance education programme?
- Regularly () Annually () Occasionally ()
- 4b. What factors do you think has promoted or hindered capacity development in your undergraduate distance education programme of your institution?
- Poor funding () Inadequate of Personnel well-grounded in ICT ()
 Faculty Problem () Technological Problem ()
- 4c. What capacity development programme had been put in place by your centre on the undergraduate distance education tutors?
- Training on distance education delivery () Technical advice ()
 Exchange programme with other institutions () ICT training ()
 Conferences and workshops ()

5. What learner support services are being provided by your institution?
- Counselling () Tutorial () Library Services ()
- Communication of relevant information () Newsletter ()
- Charting through the e-mail and online facilities () Resource Centres ()
- Prompt feedback and comment on assignments () Orientation Programme ()
- Grading of periodic tutor-marked assignment ()
- Question and answer sessions () ICT Training ()
- Prompt response to students letters and telephone calls ()
6. What quality assurance mechanisms are / have been instituted by your institution to ensure parity of esteem of undergraduate distance education with the conventional degree programmes?
- a. Limiting the operation of the institution to five disciplines approved by the NUC ()
- b. Development and production of quality and interactive instructional materials. ()
- c. Provision of adequate human and material resources ()
- d. Monitoring visits to tutors at study centres ()
- e. Reduction of workload on DE staff ()
- f. Entrenchment of continuous assessment ()
7. What can you say is the trend of the growth and development of undergraduate programme of your institution follow?
- Progressing () Fluctuating () Regressing ()
- 8.a To what extent is your institution complying with the NUC policy guidelines on the undergraduate distance education programme with regards to:

		Strictly	Perfectly well	To some extent
I	Course offering /Academic Disciplines (Education, Arts/Humanities, Administration/Management Science, Sciences and Applied Sciences, Social Sciences)			
ii	Admission/Entry Requirements			
iii	Staffing			
iv	Instructional Technology, Media and Delivery			
V	Students Support Services			
vi	Learning Resources			
vii	Evaluation and Assessment			

8b. What academic disciplines (**Education, Administration/Management Science, Arts/Humanities, Sciences and Applied Sciences, Social Sciences**) are offered by your institution?

What is the status of the undergraduate DEP in your institution with regards to funding, Staffing, Students enrolment and Staff-pupil ratio?

		High	Medium	Low	Poor
I	Funding				
ii	Staffing				
iii	Enrolment				
iv	Staff-Pupil Ratio				

9b. What factors do you think could have responsible for the status?

Poor understanding of the distance education concept ()

Lack of collaboration among institutions () Inadequate Technical capacity ()

High level poverty of distance learners () Poor enrolment capacity ()

Poor quality of instructional delivery () Poor quality of Students ()

Poor funding () Cost of Access ()

10a. What challenges do you think are confronting your institution in the effective implementation of the undergraduate distance education programme?

Poor programme and policy implementation ()

Inadequacy of Media Technologists for Instructional Delivery ()

Inadequate of professional distance education teachers ()

Erratic Electricity Supply () Inadequate Counselling Services ()

High Dropout rate () Poor Learner Support Services ()

Cost of Distance Education () Low Teledensity ()

Inadequate of Facilities () Delay of Results ()

10b. Do you think the problems are peculiar to your centre alone? Yes () No ()

10c. What do you think are responsible for the challenges?

Lack of government funding (), Poor Administration ()

Gap between policy and practice () High Cost of Technology ()

Poor attitude of the Public to distance education ()

10d. What has your centre been doing to overcome the peculiar problems?

G210e. How do you think the federal government and other distance education stakeholders can help in addressing the challenges?

11. How best do you think the implementation problems of undergraduate distance education programme can be overcome or minimized?

12a. what developmental plan does your institution has in the pipeline towards the development of undergraduate distance education programme?

12b. Do you think there is prospect for undergraduate distance education programme in Nigeria? Can you please give reasons to substantiate your view?

12c. What other information do you have for me on undergraduate distance education of your institution?

APPENDIX I11
DEPARTMENT OF EARLY CHILDHOOD AND EDUCATIONAL
FOUNDATIONS, UNIVERSITY OF IBADAN
ADMINISTRATIVE STAFF QUESTIONNAIRE ON THE PRACTICE OF
UNDERGRADUATE DISTANCE EDUCATION IN DUAL-MODE FEDERAL
UNIVERSITIES IN SOUTH-WESTERN NIGERIA
(ASQPUDE)

Dear Respondent,

This instrument is designed to elicit information on instituted quality assurance and implementation challenges on undergraduate distance education programme. Since the information will be used for academic purpose only, your kind and objective response to the items in the questionnaire will be highly appreciated.

Thank you.

Yours Faithfully,

Oyesomi, Taofic Ademola

SECTION A: DEMOGRAPHIC DATA

Name of University.....
Name of respondent.....
Department/Unit.....
Designation.....
Gender of Respondent.....
Status.....
Rank.....

SECTION B: QUALITY ASSURANCE MECHANISMS INSTITUTED BY DUAL-MODE INSTITUTIONS ON UNDERGRADUATE DISTANCE EDUCATION

ITEM		SA	A	D	SD
1	Your institution does not operate academic programme outside Education, Administration, Humanities, Social Sciences, , Sciences and Applied Sciences recommended by the NUC				
2	Only candidates that meet national admission requirements are admitted into undergraduate distance education programme				
3	Your institution provides adequate human and material resources.				
4	comprehensive, accessible, and contemporary resources are provided				
5	Your centre makes use of appropriate media and ICT				
6	Tutor and computer-marked assignments are entrenched in the undergraduate distance education programme of your institution.				
7	Evaluation and assessment programme of your institution have demonstrate able integrity				
8	A minimum of six academic staff are associated with each bachelor degree distance education of your institution.				
9	External moderation is an integral part of the evaluation and assessment procedure of your institutions distance education programme				
10	Each undergraduate distance education programme of your institution has 1:50 tutor-student ratio				
11	Feedback on assignments and examinations are within 3-10 weeks, reflecting, the weaknesses, strengths and appropriate corrections.				

SECTION C: IMPLEMENTATION CHALLENGES OF UNDERGRADUATE DISTANCE EDUCATION PROGRAMME IN DUAL-MODE UNIVERSITIES

ITEM		SA	A	D	SD
12	The undergraduate distance education programme of your institution is faced with erratic power supply.				
13	Tutors trained in ODL are not adequate in your institution				
14	There is problem of funding due to lack of government support.				
15	There is inadequate media and technology for instructional delivery.				
16	There is high rate of attrition or drop- out				
17	Teachers with e-learning skills are inadequate.				
18	There is resistance from the academic staff out of concerns about additional workload.				
19	There is poor institutional support to distance education				
20	There is poor administrative infrastructure to support distance teaching faculty.				

APPENDIX 1V
DEPARTMENT OF EARLY CHILDHOOD AND EDUCATIONAL
FOUNDATIONS, UNIVERSITY OF IBADAN
TUTORS QUESTIONNAIRE ON THE PRACTICE OF UNDERGRADUATE
DISTANCE EDUCATION PROGRAMME IN DUAL-MODE FEDERAL
UNIVERSITIES IN SOUTHWESTERN NIGERIA (TQPUDEP)

Dear Respondent,

This instrument is designed to elicit information on capacity development and quality assurance measures of your institution on undergraduate distance education programme. Since the information will be used for academic purpose only, your kind and objective response to the items in the questionnaire will be highly appreciated.

Yours Faithfully,

Oyesomi, Taofic Ademola

SECTION A: DEMOGRAPHIC DATA

Name of Institution.....

Name of Tutor(Optional)..... Gender.....

Department..... Area of Specialization.....

RANK (Please, tick as applicable)

Professor () Reader/Associate Professor ()

Senior Lecturer () Lecturer 1 ()

Lecturer 11 () Lecturer 111 ()

DISTANCE EDUCATION COURSE(S) BEING HANDLED BY YOU.....

EXPERIENCE AS A TUTOR IN DISTANCE EDUCATION

1-5 YEARS () 6-10 YEARS ()

11-15 YEARS () 16 YEARS AND ABOVE ()

SECTION B: CAPACITY DEVELOPMENT IN UNDERGRADUATE DISTANCE EDUCATION PROGRAMME IN DUAL-MODE FEDERAL UNIVERSITIES

INSTRUCTION: Kindly respond to the items in this section by ticking () in the appropriate column that expresses your opinion.

KEY: SA = STRONGLY AGREE (4), A = AGREE (3),
SD = STRONGLY DISAGREE (2), D = DISAGREE (1)

ITEM		SA	A	D	SD
1	You have benefited from several training programmes organized for distance learning staff of your institution.				
2	There is exchange programme between your institution and other institutions				
3	There is application of ICT to distance education in your institution				
4	Capacity building workshops are organized for open and distance learning staff of your institution				
5	Technical advice are provided for distance learning staff of your institution				
6	Your institution has no provision for individual capacity building				
7	ODL staff are supported with professional development, online resources and target advice.				

SECTION C: Institutional Commitment by Dual-Mode Federal Universities to Undergraduate distance Education Programme

ITEM		SA	A	D	SD
8	Your institution deploys adequate instructional and technological resources to distance education programme.				
9	Your institution designs courses to ensure parity of esteem with the conventional undergraduate degree programmes.				
10	Distance education programme of your institution is based on appropriate approaches and pedagogy				
11	Your institution has adequate qualified and experienced staff to provide quality learning experience.				
12	Your institution use means and methods for assessing learners needs and contexts				
13	Your institution provides distance learners with comprehensive support and accurate information.				
14	Orientation for new students, information, guidance and advice, interactive sessions and prompt feedback on assignments are provided by your institution				
15	Distance education technologies of your institution are appropriate to the context of the programme				
16	Undergraduate Distance education programmes of your institution are regularly and systematically evaluated				

APPENDIX V
DEPARTMENT OF EARLY CHILDHOOD AND EDUCATIONAL
FOUNDATIONS, UNIVERSITY OF IBADAN
STUDENTS' QUESTIONNAIRE ON THE PRACTICE OF UNDERGRADUATE
DISTANCE EDUCATION PROGRAMME (SQPUDEP)

Dear Respondent,

This instrument is designed to elicit information on factors that lead to continuous acceptance of undergraduate distance education programme and student support services in dual -mode federal universities in South-Western Nigeria. Since the information will be used for academic purpose only, your kind and objective response to the items of the questionnaire will be highly appreciated.

Thank you,

Yours Faithfully,

Oyesomi, Taofic Ademola

SECTION A: DEMOGRAPHIC DATA

Name of Institution/Centre.....
Name of Student.....
Department.....
Gender of Respondent.....
Course of Study.....
Mode of Study.....
Course of Study.....
Level.....

**SECTION B: FACTORS THAT ENHANCED CONTINUOUS ACCEPTANCE OF
UNDERGRADUATE DISTANCE EDUCATION PROGRAMME IN
DUAL-MODE UNIVERSITIES**

Instruction: Kindly respond to the items in this section by ticking () in the appropriate column that expresses your opinion.

KEY: SA = **STRONGLY AGREE (4)**, A = **AGREE (3)**,
D = **DISAGREE (2)**, SD = **STRONGLY DISAGREE (1)**

ITEM		SA	A	D	SD
1	Distance education is meant to produce university graduates for national labour needs				
2	DE facilitates the teaching of existing courses as taught to full-time residential students				
3	Distance Education directs and disseminates knowledge by a diversity of means available communication technology.				
4	Distance Education provides access to qualitative and continuous education.				
5	The need to upgrade qualifications without losing job enhances continuous acceptance of distance education				
6	The convenience of distance education as opposed to part-time, campus-based study facilitates its general acceptance				
7	It gives room to education beyond school age facilitates general acceptance of DE				
8	Distance Education provides cost effective and flexible alternative educational delivery				
9	Distance Education is a means of increasing internally generated revenue by the participating universities				
10	Distance education provides wider access to university education				
11	Distance education helps to extend education from exclusive to inclusive mode				

**SECTION C: SUPPORT SERVICES BEING ENJOYED BY UNDERGRADUATE
DISTANCE EDUCATION STUDENTS**

12	Prompt feedback are received on assignments and examinations				
13	Management information services are adequately provided to the undergraduate distance learning students of your institution				
14	Undergraduate distance education students of your institution have limited access to ICT				
15	ICT training are given to the undergraduate distance education students by your centre				
16	There is no user-friendly hand book for the undergraduate distance education students of your institution				
17	There used to be no prompt response to letters and phone calls of undergraduate distance education students of your institution				
18	Enrolment, guidance and induction programme are organized for undergraduate distance education students of your institution.				
19	Learner support services are adequately provided by the centre				
20	Course materials are usually made available very late				
21	Mandated tutorials are not always provided				
22	Your centre provides well-written guide to lead the study				
23	Continuous assessment is well-entrenched in the undergraduate programme of your centre to promote learning.				
24	There is Feedback on assignments and examinations				

APPENDIX VI

PAST DIRECTORS OF SAMPLED CENTRES

Past Directors of DLI

1. Mr. Tonny Dodds	1974-1976
2. Canon O. Olumide	1977-1983
3. Professor G. Olusanya	1983-1984
4. Professor O. Olamintan	- 1984-1989
5. Professor G.O. Fagbamiye	1989-1995
6. Professor J.A. Ojo	1995-2001
7. Professor. Sarah B.A. Oloko	2001-2005
8. Professor K.A. Adegoke	2005-2009
9. Professor Victor Owohtu	2009-2010
10. Pro. Mrs. Olufunke O. Lawal	2010-15 th May, 2014
11. Professor Ganiyu G. Oke	16 th August 2014 - August, 2016

Source: DLI Prospectus 2014-2016

Past Directors of DLC

1. Professor Ayorinde Dada
2. Professor Francis Egbokhare
3. Professor Bayo Okunade

Previous DLC Departmental coordinators

Teacher Education	-	Dr. Fakeye
G&C	-	Dr. Jimoh
Special Education	-	Dr. Isaihiah Ojo
Adult Education	-	Dr. Mohammed
KHE	-	Dr. Omolawon
LARIS	-	Dr. Apotiade
Social Work	-	Dr. Olaleye

Past Directors of CDL

- Professor Aina
Professor Sonaya
Professor F.O.I. Asubiojo

Professor M.O. Adeyeye

Professor Olaniyi

Source: CDL Handbook

Appendix VII

Directors of Open and Distance Education Department, National Universities

Commission.

1. Dr. Sulayman Ramoni Yusuff
2. Dr. Esther Olamide Adesina

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APPENDIX VIII

UIDLC DISTINGUISHED LECTURES AND STAKEHOLDERS FORUM

1. Re-positioning Distance learning centre in the Nigerian university system for efficiency and equitable access to quality education, Delivered on 4th June, 2014 by Dr. Sulayman Rahmon – Yusuf, Director of the NUC Open and Distance Learning Unit.
2. Education and the emerging issues of globalization, knowledge creation, access and improvement in developing African countries: Lets conclude the struggle, Delivered on Thursday 6th August 2015 by Prof Dele Braimoh, Former UNESCO Chair of ODL
3. Delivered in 2016 by Pro. F. O.I. Asubiojo, an erstwhile Director of the Obafemi Awolowo University Centre for Distance Learning

APPENDIX IX

Summary of Conducted Interviews

1. Interview with Dr. Olufemi Aribaba, Senior Tutor and Head of Academic Unit, Obafemi Awolowo University Centre for Distance Learning, Moro, Ile-Ife, Osun State, 25th April, 2016

Evolution: CDL, according to him, started as a distance learning institution in 2002. The centre, according to him, operates e-learning combined with hand-outs; tablets etc. and employ the use of video recording etc. Factors that promoted ODL, according to him, are on- the- job training, upgrading of status without barrier, improved technology etc.

Practices: Instructional strategies of the institution are packaging of lectures into tablet for the students to access. The lectures are in modular form to make it appears as real classroom lecture. Interactive sessions with the students are held two to three weeks before examinations to provide avenue for asking of questions, clarifications and practical. Face-to-face is minor in the programme of the institution. The programme is 70% online and 30% offline. Lectures are delivered with power points. There is provision for two or more continuous assignments.

With regards to staff development, he stated that the centre had been sponsoring staff for manpower development within and outside the country. Such include seminars at Abuja and various workshops of NOUN as well as the distinguished lectures of the University of Ibadan Distance Learning Centre. Yet, the director has saddled him with responsibility for a proposal for in-house development. He however made it known that capacity development of the centre is hindered by exchange rate, inadequate personnel and facilities.

Evaluation and Assessment: Students are expected to submit two or more assignments before the end of each semester. C.A. and examinations respectively carry 40 and 60 marks.

Learner support services: Students are given orientation at the beginning of each semester on how to navigate or how to source for materials and tutorials are held on all courses. Also, apart from the online interaction with the students on daily basis, messages are sent to them via e-mail and vice-versa.

Quality Assurance: According to Dr. Aribaba, the parent institution does not compromise standard. The senate strictly regulates admission in compliance with the NUC regulations.

Quality assurance is handled by Deputy Directors and HODs are saddled with the responsibility to vet course materials before production, the e-learning of the institution affords the students to have access to total course package whereas lecturers in the conventional system may not have time to cover the whole course content. Enrolment is progressing and staff-student ratio is 1:30.

Funding: This has never being a problem of the OAUCDL. Accountability militates against funding problem. The institution is blessed with adequate resources.

Challenges: The challenges to distance education programme of the OAUCDL are erratic power supply, cost of distance education, poor-know how of modern technology as to how to download materials, accessibility to internet etc. Some senior staff of the institution still invite junior staff to check e-mail or do some other things. Whereas the low income earners like artisans and primary school teachers who earn less than N20, 000 monthly find it difficult to afford the tuition fee of N100, 000, it is not a problem for the nursing students to pay something like N250, 000.

As a way out of the problem of erratic power supply, lectures are packaged into tablets and students are provided with power banks as well as battery that last eight hours. To overcome the challenges of distance education, Aribaba called for downward review of the OAUCDL tuition. Blended learning should be employed, giving them CDs, hard or printed copy of the lecture at affordable cost for the low income earners to meet up. The federal and state governments should assist distance learning providing institutions through TETFUND to construct studio and training so that IGR can sustain the centres.

Prospect: He expressed optimism on the prospect of distance learning programmes in Nigeria. Though according to Aribaba the enrolment of the institutions are far below that of Indira Gandih Open University and the University of South Africa, Nigeria will still get there. DLI and DLC respectively have over 14,000 enrolments and the NOUN has over 20,000. President Olusegun Obasanjo graduated from the NOUN. A lot of the university of Ife staff are undergoing NOUN programme. Some undergo distance education not to use the certificate but for promotion of status as a graduate. Carpenters, roadside mechanic are expected to come for certificate programme.

2. Interview with Dr. Adelowotan Michael Olajide

Acting Head of the Department of Accounting,
University of Lagos Distance Learning Institute

24th July, 2016

- Factors that promoted ODL in Nigeria majorly borders on problem of admission into Nigerian universities by millions of candidates, fear of losing job, efforts to update and upgrade those already on job.
- Initial massive financial requirements make ODL not cost effective. Video conferencing, radio stations, conference centre, writing of modules, printing press and text production are required. Yet in the long run, ODL will be cost effective.
- ODL is flexible since it affords students from far and wide to access lectures and obtain degrees.
- As a dual-mode institution, the ODL facilities provided by DLI are Radio Station to deploy lectures, video conferencing, university of Lagos Printing Press recently commissioned by NUC. This is situated opposite the faculty of social sciences.
- Since ODL is meant to remove both physical structure and physical teacher, Face-to-face interactive sessions are now minimal in the Programme of the DLI; Instructions used to be 70% Online and 30% offline interactive session for tutorials, practical and examinations.
- Yet, according to Dr. Adelowotan, experience shows that students are not ready to make face-to-face minor. Coupled with this, the infrastructural facilities and cost of internet access also hinders making physical contact minor. 100 and 200 level as well as MBA students make use of the institution 200 seater CBT centre.
- **Evaluation and Assessment:** Continuous Assessment ranges between 30 and 40 marks while exam is between 60 and 70%.
- **Staff development:** Staff are developed both internally and externally. Internally, there are regular workshops for the staff, tutors and writers. Such workshops focused on setting of objective questions, module writing. Also, staff members of the institution are equally sponsored to attend conferences and workshops outside the university both in Nigeria and abroad. They were sent to attend the University of

Ibadan distinguished lectures on ODL, sponsored to UNISA in South- Africa and similar programmes abroad.

- However, capacity development of the institution is hindered by inadequate infrastructures such as Bandwidth, internet, Video. Others include inadequate institutional support, perception of ODL as time consuming, expensive to run poor awareness of what ODL stands for, problem of funding.
- **Scope of DLI Operation:** Though the NUC recommended five disciplines for ODL practicing institution. DLI offers courses in B.Sc. Accounting, Business, and administration, Economics, Public Administration and B.Sc. Education in Biology, Chemistry, Physics and Mathematics.
- B.Sc. Accounting, Business Administration and Economics span three to five years while courses in Education Science span between five to six years, depending on entry qualification of the candidate.
- **Learner Support Services:** NUC provides minimum Standard. Learner support services of DLI were rated by high by the NUC. The learner support services that are provided by the institution are:
 - i. Guidance and Counselling services that are regularly uploaded from DLI website.
 - ii. DLI library which provides data base, books and journals
 - iii. Help desk provided to attend students need.
 - iv. Students are made to undergo compulsory induction course to expose them to the use of E-learning Microsoft word to meet the basic computer literacy requirements of ODL.

Quality Assurance: According to Dr. Adelowotan (2016), quality in DLI distance education is provided by professors and Ph.D. holders, same lecturers for DLI and regular students, same quality control mechanisms, university wide curricular, same numbers of courses are operated in conventional and DLI programme. Same curriculum, lecturers and senate instituted to enhance parity of esteem of both regular and ODL programme.

2. Interview with Professor Oyesoji Aremu
Deputy Director Academic, University of Ibadan Distance Learning Centre, on
29/11/16

Prof. Oyesoji Aremu was a lecturer in the Department of Guidance and Counselling where he bagged his degrees but he has now transferred his service to the institute for peace and strategic studies. He has been an administrator with the DLC, for more than six years

Evolution of the university of Ibadan distance learning Centre, according to him, is all embracing because it evolved not only in structure but in curriculum and technology. The External Studies Programme, later Centre for External Studies and now Distance Learning Centre, originally commenced operation in the wooden structure at the postgraduate school of the institution. Later, Awolowo Liason Office at Bodija was acquired, and then Morohundiya Complex was opened as headquarters. In March 2015, the CBT centre, Sasa /Ajibode extension was commissioned.

At inception, the programme of DLC was originally operated on part-time basis of which the students, mostly teachers come during the holidays. But as from the year 2011, it became a full-fledged open distance education. Therefore, application, registration etc. are online. Students are attached to advisors before they come for interactive sessions. They are only invited to sign oath, for interactive sessions and examinations,

With the mediation of instruction via modern technology, face-to-face interactive session has become minimal in the programme of DLC. Google, classroom, lectures are on VCD. With the NUC 2009 Guidelines, the programme of the distance Learning Centre ceased to be on part-time basis. Out of the 28 programmes being run by the centre only six survived. 22 programmes were denied accreditation because course materials were moribund or archaic. Other distance education offering universities as well were affected. Ife has 2 programmes accredited, DLI 3. Zaria 1 and Ladoko Akintola University was approved in 2015 to run distance education programme.

Capacity Building: DLC has a directorate comprising the director, deputy director administration, deputy director academic, deputy registrar, and heads of unit for effective administration of the programme. There used to be periodic training for the staff and facilitators of the programme on how to use technology to mediate programme, courseware development, online marking and delivery etc.

Factors Hindering Capacity Development: Attitude is the only factor that hinders capacity development of the DLC (Prof. Oyesoji Aremu). Some people are pessimistic that nothing good can come out of distance education. This perception need to be changed. According to him, DLC programme of the University of Ibadan is promoted by 'Parity of Esteem'- same lecturer, curriculum content and certificate. The difference lies in the duration of the programme, NYSC exemption. The products of distance education programme can come for postgraduate studies. At last graduation, about six students made first class.

Quality Assurance: Parity of esteem is part of quality assurance. The course materials for the conventional students are upgraded. No difference in terms of question paper, same examination hours, same marking guide, it is the V.C. that sign the certificate as well. There is monitoring team for examination. There is Servicom as well as quality assurance committee. Same admission requirements of five credits or six O/levels at two sittings

Enrolment: It started with Adult Education. DLC has the highest number of students.

Factors that are responsible for the enrolment status are;

- i. parity of esteem made many students to have interest in the programme of DLC.
- ii. Quality of course materials. There are language editors, content editors, and mobile adaptation.
- iii. Ibadan is the only centre that has 150 CBT centre. Even, people from Ife came with the intention to have the CBT centre replicated.
- iv. There is robust administration.
- v. Technology of DLC is the best
- vi. Students relate with authority and lecturers via E-mail rather than yahoo mail.
- vii. The DLC has robust website and technology

Challenges: There is erratic power supply which makes the centre to result to purchase of diesel. The bandwidths supply to DLC by the main university is inadequate. As some lecturers were poorly committed to the programme, others are pessimistic of the success of the programme. They believe that students cannot be supervised online.

Ways out: Definite policy guideline on ODL in dual-mode, NYSC, should create exception, enabling policy to facilitate general acceptability of ODL, NUC to clamp down on universities masquerading part-time programme as distance Education.

Other information: Due to success story of the DLC CBT, some products of the programme are now lecturers, Ibadan DLC is one of the best universities.

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