

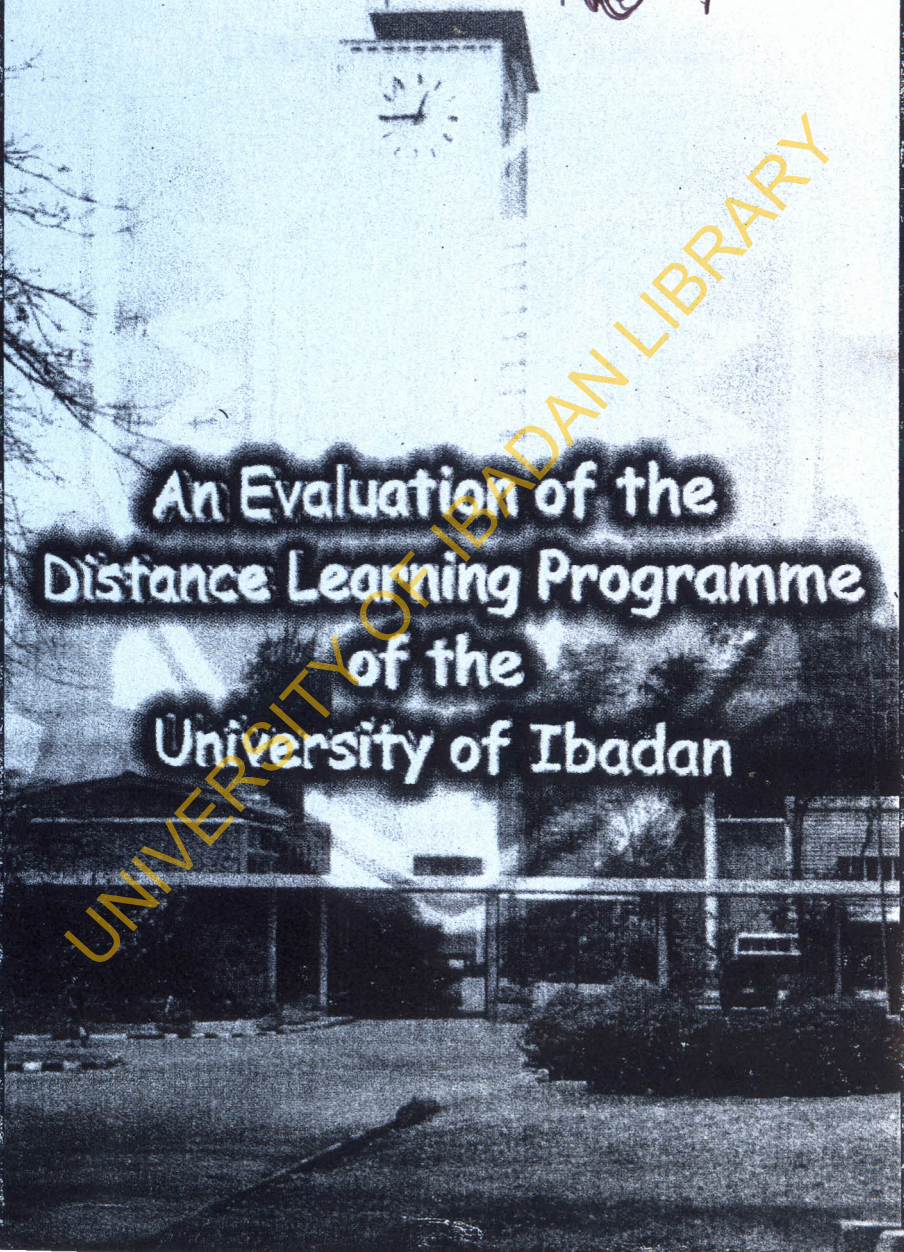
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An Evaluation of the
Distance Learning Programme
of the
University of Ibadan

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An Evaluation of the Distance Learning Programme of the University of Ibadan

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Ibadan.

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Executive Summary

The Antecedents

- This study was commissioned by the University of Ibadan Distance Centre (formerly called Centre for External Studies) with the following as the main objectives:
 - i. to enable the University determine the extent to which the programme has been achieving the goals for which it was set up in 1988;
 - ii. to enable the University identify the achievements made thus far as well as areas in which several more achievements could also be made;
 - iii. to enable the University identify areas of strengths as well as of weaknesses in the programme; and
 - iv. to enable the University decide what steps should best be taken to correct such areas of weaknesses as may be discovered, with respect to both the courses at present available as well as those which might soon be mounted.
- In addition to the records and physical facilities available in the Centre itself, to which they had access, the researchers utilised four different questionnaire and interview instruments to gather data for the prosecution of the project. Besides, from several other sources, materials were gathered which enabled the researchers to compare practices in other institutions, such as the Open University in Britain, in Thailand, in India, etc. In addition, the commissioned study by Dr Oludotun of University of Lagos into the University of South Africa Distance Learning Programme, served as an eye opener to what this type of programme can achieve.

- Drawing their data from respondents (present and ex-students, present and past academic staff members for the programme, bosses of products of the Centre) in the seven States in the South-Western part of the country, from November 2004 to January 2005, the researchers made the following findings:
 - a. the physical facilities available for the University of Ibadan Distance Learning Programme are grossly inadequate and hardly befit the status of this University;
 - b. too few students have thus far taken advantage of the existence of the Programme;
 - c. the courses thus far available for the Programme are too few; as most of them are from the same one faculty that started the Centre;
 - d. the printed texts remain by far the main medium for dispensing knowledge; apart from these there are the occasional contact tutorials with course tutors. Electronic facilities, the major media utilised in most other Distance Learning programmes in other parts of the world, are yet to be tapped in the UI Programme;
 - e. most of the students find it difficult coping with the demands of reading through the several course texts, evidently a result of poor reading ability;
 - f. the same admission policy and standards for the regular degree courses obtain for this programme too;
 - g. while all the findings affirm that the products are quite comparable with their counterparts from the regular degree courses, and that they are easily able to hold their own in their professional practices, it is equally clear that the students know very little about computers and the Internet;

- h. while it could be claimed that the rather mature age of the average student, (about 34.5 years) has enabled him/her to cope, it is equally significant that the most strident complaint is that course tutors are not easy to reach and consult.
- Mainly on the basis of these findings and observations, the following recommendations are made:
 - a. It is necessary to set a goal of moving into a permanent structure capable of housing far more facilities and offices than is the case at present. It is time to set a goal of shutting down the wooden structure.
 - b. Similarly, far more ambitious structures should be planned and provided for the students and academic staff. DL students should have their own facilities such as library, laboratories, etc., distinct from those provided for the regular students.
 - c. The recommended DL Centre and the structures for students should be in an environment clearly distinct from the present University campus. Perhaps the Ajibode land would provide the type of environment envisaged.
 - d. To cater for the envisaged and recommended large number of students, some study centres should be planned for locations outside the Ibadan scattered in each of the States in which students are located.
 - e. A distance-learning centre need not insist on the same entry qualifications as do the regular programmes. Those who do not qualify for the regular programmes should be eligible for the DL programme, even if such lower entry qualifications should necessitate longer periods of studentship.

- f. It is time to aim for much larger student enrolment in the DL programme. The very many aspiring students who fall short of the JAMB cut-off mark, but who can otherwise qualify for admission, should be given an option to transfer to the Distance Learning programme.
- g. If the UI DL Programme is truly a University wide one, every Faculty and Institute should mount courses for the DL Centre. Each unit in the University should be encouraged to creatively work out such modalities that would enable it present its courses through the Distance Learning programme. If the Open University in Britain is able to present courses in such near esoteric disciplines as engineering, medicine, geology, pharmacy, etc., it should be possible to do the same here.
- h. A compulsory, first year, enrichment course in reading efficiency, designed to help students overcome their reading weaknesses, should be mounted, irrespective of course specialisations and backgrounds.
- i. To counter students' weaknesses with the computers and the Internet, and since the Internet would soon become a major mode of dispensing courses, all students should be exposed to the use of the computer and the Internet.
- j. By the same token, steps should now be taken to use the Internet for dispensing courses and exchange of communications between students and course tutors.
- k. The sale of handouts should be banned, and the ban should be enforced. However, course tutors who have new ideas to share should be encouraged to do so through new publications for which they should be

rewarded. Such new publications should be handled by the Centre.

- l. Following up on the last recommendation, it should be the policy of the Centre to review and revise all its publications periodically. It is recommended that no publication should be in circulation for more than five years. Even if the same ideas are still current at the end of the fifth year, the publication should still be reviewed, modified and re-published.
- m. Moreover, some other electronic media should be tried. Right now, courses could be presented through the audio and videocassettes.
- n. Steps should be taken very soon to mount the Centre's own postgraduate courses, again on distance learning lines. However, such postgraduate courses could be routed through the existing postgraduate school.

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Literature Reviews

I. How Nigerian Children Learn: A National Survey of Classroom Interactions and Learning Environments in Primary and Junior Secondary Schools.

Study conducted by Institute of Education, University of Ibadan, 2001

Summary of the Project

The study sought to: describe the observed learning environment and actual instructional processes in primary 6 and junior secondary 3 classrooms in Nigeria; how teachers and students interact during instruction in a variety of environments; and the use of language during classroom interactions and in transition from lower to upper primary classes. To facilitate the interpretation of these descriptions, the study, in addition, sought to provide information on the students' home background characteristics and attitude to schooling, the characteristics of their teachers, schools and classrooms, and the instructional skills and competency needs of the teachers for future training and retraining in formal and in-house settings.

It made use of a multi-stage stratified random sampling procedure to constitute samples of primary 3, primary 6 and junior secondary 3 students from 125 primary and 63 secondary schools in 12 states [distributed across the six geopolitical zones of the country] and the federal capital territory, Abuja. Data collection involved the use of valid and reliable observation instruments and questionnaires to collect quantitative and qualitative statistics that were supported with

graphical illustrations. These were done at two levels of data aggregation [national and zonal].

The findings include the following:

- ☞ The students [at both primary and secondary levels] are associated with large nuclear families [with as much as five or more siblings], parents who are mainly farmers, civil servants and artisans and who speak English language occasionally, homes where mother tongue [or at least the language of the community] is the major medium of communication; homes where English dictionary is occasionally used; and homes without a lot of books. In addition, the students tend to exhibit positive attitude towards schooling and would want as much further education as possible.
- ☞ The students are taught by teachers who are not particularly aged [mean age = 35 years], although experienced in teaching [mean teaching experience \geq 11 years]. These teachers had moderate workload although they tend to teach large classes of mixed ability students. Most of them had not attained any sort of in-service training in their teaching career although they had specialised training in some subjects and can teach in the main Nigerian language spoken in the school community. A good proportion of the teachers are not involved in decision making about curriculum practices. In addition, they rarely use instructional materials and varied types of assessment instruments.
- ☞ In the observed classrooms:
 1. Teacher prompting learning occurred very frequently, individual student work occurred more than group activity, monologue [teacher talking non-stop] is ranked second in occurrence at the primary six and

junior secondary level but third at the primary three level, and confusion and other distracting behaviours occurred very rarely.

2. The teachers spent a larger proportion of lesson time interacting with students in large or small group and more time on a combination of transition, private interaction and non-involvement than on monitoring.
3. The direction of communication flow was more from teacher to group of students. The more personal one-to-one communication between teacher and student occurred less frequently.
4. Majority of teachers' questions were basically recall, most of which were re-directed when students' answers [which were mainly short responses and recitations] were not satisfactory. Teachers' reactions to students' answers were mainly to indicate a correct or wrong response or repeat the answer.
5. The predominant non-instructional interactions were disciplinary and procedural in all the three samples. Disciplinary interactions occurred quite frequently when teachers attempted to reduce or eliminate inappropriate behaviour. However procedural interactions occurred less frequently when the teacher is involved with calling the roll and putting away laboratory equipment/materials.
6. There was ample evidence to show clarity of teacher preservation of instruction in the pattern of interactions, contexts, direction of communication and delivery methods. Teachers were enthusiastic and able to focus instruction towards defined goals using realistic examples. In addition, teachers provided students the opportunity to respond to questions even

when the teachers rarely accept students' ideas and corrections.

☞ The primary and secondary school teachers perceived great need for help in a good number of instructional activities, management activities, out-of-school activities, and use of instructional materials and evaluation practices.

☞ The teachers, according to their zones and perhaps class level, may also have distinct instructional needs, management needs, needs related to out-of-school activities, and needs related to use of instructional and evaluation practices.

☞ The implications of these findings for curriculum planning, classroom practice, teacher training and teacher-in-service programmes are discussed.

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II. *Internship Programme on Distance/Learning Education at University of South Africa, Pretoria.*

Study was conducted by Dr. J. S. Ola Oludotun of the University of Lagos and was sponsored by the Commonwealth of Learning, Vancouver, Canada. The study was conducted in South Africa from the 22nd June to 20th July, 2001.

- ☞ The researcher sought the opportunity to study the procedures for sourcing, preparing and distributing course materials to distance learners and the method of assessing or evaluating the distance learners.
- ☞ At the end of the Internship Programme, the researcher was able to:
 1. describe the methods used in developing course materials for distance learners at the University of South Africa;
 2. compare and contrast the methods with those of Distance Learning Institute, [DLI] at the University of Lagos;
 3. identify and describe the media choices adopted at the University of South Africa [UNISA];
 4. identify the assessment approaches in use at the University of South Africa [UNISA];
 5. compare and contrast the assessment approaches in use at UNISA with that of the DLI at the University of Lagos;
 6. identify associated problems in the implementation of the science programme of UNISA with emphasis on the science practical;

7. determine the changes and improvement to make in running the distance education in the University of Lagos, that is, make necessary recommendations.

These are the researcher's findings categorised into Context, Input, Process and Product [CIPP] of distance learning/education at the University of South Africa [UNISA], as proposed by Stufflebeam [1969] in a programme evaluation.

Context of Distance Learning/Education

1. The University of South Africa [UNISA] has been found to be very versatile in the concept of distance learning/education both in the provision of tuition and in its delivery systems. It has enjoyed this enviable position solely because it was established to deal with distance learning/education right from the beginning.
2. This is quite different from the situation that exists in the Distance Learning Institute at the University of Lagos where both contiguous and distance education are in operation. This situation should not be a disadvantage in DLI provided those involved in the distance learning are ready to imbibe the philosophy and objectives of distance learning/education and the open learning concept.
3. The concepts of Open Learning Systems and Distance Learning/Education are well articulated by those involved at UNISA. The University of South Africa [UNISA] has attained the level of implementing its policies through the use of printed materials and information technology. The ability of those involved to work as a team is highly commendable. Those involved have emphasized the idea of interactive

approach to learning through activities with their distance learners.

Input to Distance Learning/Education

1. UNISA enjoys the support of the government of South Africa through the provision of funds for distance learning/education. Thus, this has given the citizens the access to improve themselves academically, economically and socially with the knowledge, skills and competence acquired through their studies with UNISA.
2. This has not been the case with the DLI of the Lagos University, most especially when the National Universities Commission [NUC] has vowed never to fund distance education. The position of the government with respect to distance education has caused the low enrolment of students in DLI.
3. UNISA is provided with various infrastructures to enable it to implement its distance education. There are spacious offices for the lecturers and administrators. Each office is equipped with a set of computer system with which lecturers and administrators can communicate with each other besides the internal and external telephone system. They administrative building has much space and furniture to accommodate as many students as possible during registration.
4. The Production Section has gigantic and sophisticated printing machines for the production of printed materials. A network of computer systems with the appropriate software connects all the Undergraduate Affairs Section [where the enrolment of students takes place], the Dispatch Section and the Examination

Department. Thus, the university is able to keep good records of all students all the time.

5. The University of South Africa provides information technology to support the distance learning system. This includes audio and video-cassette tapes, telephones, teleconferencing and video conferencing.
6. There are large warehouses with shelves to accommodate all printed materials for the students. These shelves have been labelled in conformity with the computer bar codes for all the courses taken at UNISA. There are two big vaults to house all the question papers for the annual examinations. These vaults are usually under tight security. There is also a warehouse to keep all examination answer scripts after they have been marked. At DLI [Lagos University] there is the need to improve on the infrastructures mentioned above.
7. The extent of human resources provided in UNISA is enormous in terms of academic personnel, administrators, computer programmers to maintain and keep the computers working, machine operators, technicians, etc.

Process of Implementing Distance Learning/Education

1. UNISA uses the team approach to source for students' reading materials. The Scheduling Section revises course text written every three years with the following department: Bureau for University Teaching, Authors [Faculties and Academic Departments], University Press [Graphic Artists], Media Section, Editorial Department, Production Department, Examination Sections and the Dispatch Section. Thus adequate

plans are made two years ahead for the supply of materials for the distance learners.

2. There are laid down procedures for the enrolment of students for the session at UNISA. There are brochures produced by the university stating when the students can register, take their tuition, and submit their assignments and when to take the final examinations. This procedure is on printed materials or through the website as in the Student On Line [SOL]. There is no annual advertisement in the daily papers as obtaining in the DLI. There is also the process for collating marks through the computer and issuing of results to students either through the telephone or the Internet. However, a student's results may be blocked if he/she owes the university or has been involved in examination malpractice.
3. Tutors and invigilators sign contracts with the university when they are employed to serve. The contracts spell out the conditions to be fulfilled during the service.
4. Both formative and summative assessments are employed to assess the students. The formative assessment [continuous assessment] includes the self-assessment questions to be answered by the students, the regular assignments as dictated by the tutorial letters and the portfolio assessment. The summative assessment is in form of the final examinations.

Products of the Distance Learning/Education

1. Good study guides with activity approach are put in place for the students. This forces students to interact meaningfully with the content in the study guides. Consequently, this leads to the development of the desired knowledge, skills and competence to be acquired by the students.
2. There are tutorial letters to guide the students on how to study, do their assignments and submit them for marking. Thus the Continuous Assessment System is effective.
3. Learners are well motivated to study the materials given to them thus enhancing their levels of productivity in their places of work and in the society as a whole.

III. An evaluation of The Distance Learning Programme of the University of Ibadan, by Prof. Samuel O. Ayodele, Prof. MacLean A. Araromi, Dr Mrs Elizabeth A. Emeke, and Dr Joseph A. Adegbile.

Study conducted from November 2004 to January 2005.

The antecedents

- This study was commissioned by the University of Ibadan Distance Centre [formerly called Centre for External Studies] with the following as the main objectives:
 - i. to enable the university determine the extent to which the programme has been achieving the goals for which it was set up in 1988;
 - ii. to enable the university identify the achievements made thus far as well as areas in which several more achievements could also be made;
 - iii. to enable the university identify areas of strengths as well as of weaknesses in the programme; and
 - iv. to enable the university to decide what steps should best be taken to correct such areas of weaknesses as may be discovered, with respect to both the courses at present available as well as those which might soon be mounted.
- In addition to the records and physical facilities available in the Centre itself, to which they had access, the researchers utilised four different questionnaire and interview instruments to gather data for the prosecution of the project. Besides, from several other sources, materials were gathered which enabled the researchers to compare practices in other institutions, such as the Open University in Britain, in Thailand, in India, etc.

- Drawing their data from respondents [present and ex-students, present and past academic staff members for the programme, bosses of products of the Centre] in the seven states in the south-western part of the country, from November 2004 to January 2005, the researchers were able to make the following findings:
 - a the physical facilities available for the Ibadan University Distance Learning Programme are grossly inadequate and hardly befit the status of this University;
 - b too few students have thus far taken advantage of the existence of the Programme;
 - c the courses thus far available for the Programme are too few, as most of them are from the same one faculty that started the Centre;
 - d the printed texts remain by far the main medium for dispensing knowledge; apart from these there are the occasional contact tutorials with course tutors. Electronic facilities, the major media utilised in most other Distance Learning programmes in other parts of the world, are yet to be tapped in the UI Programme;
 - e most of the students find it difficult coping with the demands of reading through the several course texts, evidently a result of poor reading ability;
 - f the same admission policy and standards for the regular degree courses obtain for this programme too;
 - g while all the findings affirm that the products are quite comparable with their counterparts from the regular degree courses, and that they are easily able to hold their own in their professional practices, it is equally clear that the students know very little about computers and the Internet;

h while it could be claimed that the rather mature age of the average student, [about 34.5 years] has enabled him/her to cope, it is equally significant that the most strident complaint is that course tutors are not easy to reach and consult.

- Mainly on the basis of these findings and observations, the following recommendations are made:
 - a It is necessary to set a goal of moving into a permanent structure capable of housing far more facilities and offices than is the case at present. It is time to set a goal of shutting down the wooden structure.
 - b Similarly, far more ambitious structures should be planned and provided for the students and academic staff. DL students should have their own facilities such as library, laboratories, etc., distinct from those provided for the regular students.
 - c The recommended DL Centre and the structures for students should be in an environment clearly distinct from the present university campus. Perhaps the Ajibode land would provide the type of environment envisaged.
 - d To cater for the envisaged and recommended large number of students, some study centres should be planned for the immediate university campus and outside the Ibadan city too.
 - e A distance-learning centre need not insist on the same entry qualifications as do the regular programmes. Those who do not qualify for the regular programmes should be eligible for the DL programme, though such lower entry qualifications would necessitate longer periods of studentship.

- f It is time to aim for much larger student enrolment in the DL programme. The very many aspiring students who fall short of the JAMB cut-off mark, but who can otherwise qualify for admission, should be given an option to transfer to the Distance Learning programme.
- g If the UI DL Programme is truly a university wide one, every faculty should mount courses for the DL Centre. Each unit in the university should be encouraged to creatively work out such modalities that would enable it present its courses through the Distance Learning programme. If the Open University in Britain is able to present courses in such near esoteric courses as engineering, medicine, geology, pharmacy, etc., it should be possible to do the same here.
- h A compulsory, first year, enrichment course in reading efficiency, designed to help students overcome their reading weaknesses, should be mounted, irrespective of course specialisations and backgrounds.
- i To counter students' weaknesses with the computers and the Internet, and since the Internet could soon become a major mode of dispensing courses, all students should be exposed to the use of the computer and the Internet.
- j By the same token, steps should now be taken to use the Internet for dispensing courses and exchange of communications between students and course tutors.
- k The sale of handouts should be banned, and the ban should be enforced. However, course tutors who have new ideas to share should be encouraged to do so through new publications for which they should be rewarded. Such new publications should be handled by the Centre.

- l Carrying the last recommendation further, it should be the policy of the Centre to review and revise all its publications periodically. It is recommended that no publication should be in circulation for more than five years. Even if the same ideas are still current on the fifth year, the publication should still be reviewed, modified and published.
- m Moreover, some other electronic media should be tried. Right now, courses could be presented through the audio and videocassettes.
- n Steps should be taken very soon to mount the Centre's own postgraduate courses, again on distance learning lines. However, such postgraduate courses could be routed through the existing postgraduate school.

Introduction

An Evaluation of the Distance Learning Programme of the University of Ibadan

In 2004, the Distance Learning Centre (formerly called Centre for External Studies) commissioned an evaluation project with the following objectives:

- i. to enable the University determine the extent to which the programme has been achieving the goals for which it was set up in 1988;
- ii. to enable the University identify the achievements made thus far as well as areas in which several more achievements could also be made;
- iii. to enable the University identify areas of strength as well as weakness in the programmes; and
- iv. to enable the University decide what steps should best be taken to correct such areas of weaknesses.

A team of researchers from the Institute of Education headed by Professor Samuel O. Ayodele undertook the evaluation. The report was submitted to the Director on 15 February 2005. The report is hereby presented for the consideration of the Vice-Chancellor, the Board of Distance Learning, Senate and Council of the University. It is hoped that the information contained therein will enable the University authorities and all other stakeholders map out new strategies for further development of the programme.

F.O. Egbokhare,

*Director, Distance Learning Centre,
University of Ibadan.*

The Background, the Problem, and the Method of Study

The Background to the Study

The Distance Learning Centre of the University of Ibadan, which originally operated under the name of Centre for External Studies, commenced in the 1988/89 session with a total student enrolment of 1122. Today, more than one and a half decades later, now that it is operating a University-wide programme, i.e. beyond its original base in the Department of Adult Education and Faculty of Education, there is a great need to take a serious look at the progress thus far. Although most observers might assume that things are going on well, there is still a great need to evaluate the ground thus far covered, in order that even if things have been well done, such should be recognised in order to further spur operators of the programme on the course they are treading. If on the other hand there have been lapses, both policy formulators and programme implementers should be aware of the need to chart a new direction. So, to begin the evaluation exercise, questions relating to the state of things will be addressed, e.g. 'What has been the admission progress thus far?' 'Could this be improved upon?' 'How has the public been reacting to the programme and the products of the Centre?' These and similar issues form the kernel of this exercise.

The Historical Background

The Centre for External Studies, as the programme was originally known, was conceived in the Department of Adult Education, Faculty of Education. After the Senate had finally approved the programme, courses began in the 1988/89 session, with most of the students enrolling for courses in Adult Education, Teacher Education, and Guidance and Counselling.

The Students on Admission

Virtually all the first students were NCE graduates for a course leading to the award of the bachelor degree in education. There were two possible routes: five credits at the School Certificate or GCE Ordinary level, for a six year course, or the Nigeria Certificate in Education for a five year course. Incidentally, most of the candidates belonged to the second category. As it has turned out, the 1122 students admitted for the 1988/89 session remain the largest up till the time of this study. Indeed, after the first four years, the admission figures continued to decline. Table 1.1 illustrates this.

Table 1.1: Student Enrolment for the Programme since 1988.

Academic session	Matric. Students	Cumulative Nos.
1988/89	1122	1122
1989/90	625	1747
1990/91	1101	2848
1991/92	732	3580
1992/93	269	3849
1993/94	183	4032
1994/95	260	4292
1995/96	--	4292
1996/97	227	4519
1997/98	287	4843
1998/99	320	5014
1999/2000	--	5014
2000/01	618	5632
2001/02	326	5958
2002/03	348	6306

Thus, for the first fifteen years, a total of 6306 took advantage of the programme. It should also be noticed that after the first year when 1122 students were admitted, in no other year has that figure been equalled. It is thus apparent that rather than increase, the numbers of students admitted have been decreasing with time. This is contrary to what most observers would have expected. The situation is more graphically illustrated in Fig. 1.1.

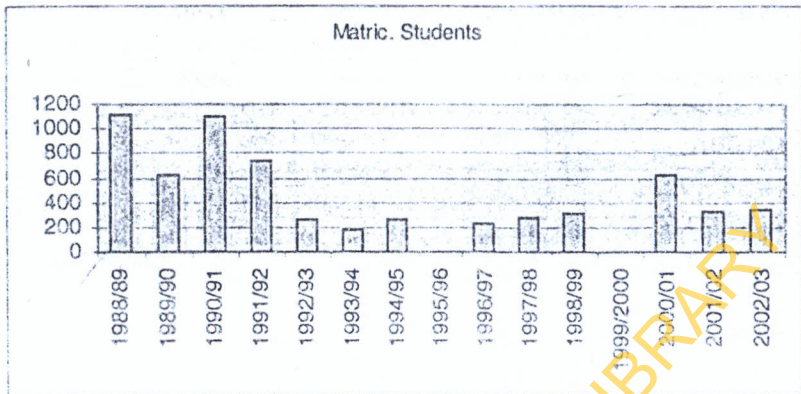


Fig. 1: Chart showing the trend of admission since inception.

The figure clearly shows the almost unbroken downward trend of decline from the early years of the programme. It was only in the 2000/01 that the trend was somewhat arrested; but even then, it was only a temporary reprieve as the decline again continued in the following session. The rather sudden upsurge in 2000/01 coincided with the compulsory closedown by the NUC of all 'satellite' campuses operated by several universities. Several of the students affected by the clampdown and who were sufficiently qualified for admission into the UI sought and obtained admission into the Distance Learning programme. With this explanation for the slight upsurge of admission figures in 2000/01, the question still remains, 'Why this feature of steady decline of admission?'

Three factors might be responsible. First, the original conception of the programme seemed to have had NCE holders in the classroom in mind. Naturally, there is a limit to the number of NCE teachers in the States from which most of the students have been drawn. As more and more NCE teachers are registered for the course, there are progressively fewer potential candidates left in the field.

A second factor is that since the entry qualification for School Certificate holders (five credits at one sitting, or six credits at two sittings, including English and Mathematics in both cases) is the same for the DL as it is for the regular full time course, most School Certificate candidates would naturally opt for the full time course with a shorter duration. In any case, there are very few teachers in the classrooms with lower qualifications than the NCE, i.e. those who would have benefited from the alternative admission requirement e.g. school certificate holders or Grade II teachers. School certificate holders in other regular employments, would find it difficult to qualify for entry since practical teaching in schools where they are employed is necessary during the course. It should be borne in mind that, at least for the first one decade of the programme, only departments in the Faculty of Education were offering courses.

A third possible factor is the much 'softer' admission requirements by some other universities. This practice has long existed, and still exists, especially in the much younger universities. The admission policies by several universities, especially the younger ones, would indeed bother the average University of Ibadan academic.

Graduating Students

At least nine sets of students have graduated on the completion of their respective courses. Table 1.2 presents the numbers of graduating students.

Table 1.2: Numbers of Graduating Students in the Various Sets

Department/Set	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Adult Education	533	203	307	113	12	10	28	17	1223
Guid. & Counselg.	326	276	403	385	44	57	15	96	1602
Educ. Managt	--	--	138	64	29	18	25	23	297
Human Kinetics & Health Educ.	--	--	93	18	3	3	3	20	140
Teacher Educ.	154	37	46	11	33	14	6	19	320
Special Educ.	--	--	--	8	14	9	7	6	44
Library Studies	--	--	--	--	--	18	7	20	45
TOTAL	1013	516	987	599	135	129	91	201	3671

Source: Owoeye (2004)

From the table, the following should be noted:

- a. Only three departments, Adult Education, Guidance and Counselling, and Teacher Education, started the course at inception; two others, Educational Management, and Human Kinetics and Health Education, joined two years later. Special Education joined in the fourth year while Department of Library Studies joined in the sixth year.
- b. For the first eight years when students were presented for graduation, a total of 3671 graduates were recorded, i.e. an annual mean of about 459. This figure is lower than what a medium sized faculty turns out annually under the regular programme.
- c. After the first year of graduation when over a thousand graduands were recorded, the numbers of graduands have been declining steadily. Indeed as low as 91 was recorded in the seventh year, in spite of the fact that seven departments presented graduands.

- d. All the students were from the same one faculty, Education. Thus, for the first decade at least, the programme was limited to this one faculty that founded it. It took the other faculties so long a time to embrace the programme.

The last observation above, that of the programme being limited to Education, can be taken further. Even within this faculty, all the courses offered would appear to be only those that can be described as conventional classroom disciplines. Up till the present time, vocational education courses are lacking. Yet, these are courses that the *National Policy on Education* stresses as vitally needed in the primary and secondary schools. Such courses as Agricultural Education, Home Economics, Fine Arts, etc., are yet to be reckoned with in the Faculty of Education. Meanwhile, several universities within the same geo-political zone as Ibadan have mounted the courses for primary and secondary school teachers.

Similarly, the extreme caution that was apparently exercised, and indeed is still being exercised, by most other faculties in deciding to join the programme is difficult to understand given the fact that several Nigerians took advantage of the London University external degree programme in several disciplines for decades before University of Ibadan mounted this programme. Long before the British experiment with the Open University came about, the London University ran the external degree programme of which scores of Nigerians took advantage in courses including Law, Economics, Geography, the natural sciences, etc. These researchers can count several such Nigerians who, after successfully completing the London external degree courses, went further in post-graduate studies and consequently took up academic positions in several universities, including Ibadan, and later rose to the top of their academic careers.

Still examining the graduating students' results further, it would be discovered that most students have qualified for the second class lower division. This is similar to what obtains in the regular programme. The Table 1.3 analyses the results. In analysing the results, it should be borne in mind that several students took more than the minimum number of years to complete their courses, and indeed, there were some obvious dropouts. So, the admission figures in table 1.1 might not tally in many cases with those presented in this table.

Table 1.3: Analysis of the Graduating Students' Results over Time.

Yr. of Graduat.	Class of degree	Adult Ed.	& Guid. Couns.	Educ. Managt.	Lib. Studies	Human Kinetics	Teacher Educ.	Special Educ.	TOTAL
1993	2.1	62	51	---	---	---	10	---	123
	2.2	280	131	---	---	---	63	---	474
	3rd	1	--	---	---	---	1	---	1*
1994	2.1	28	64	---	---	---	8	---	100
	2.2	115	279	---	---	---	38	---	432
	3rd	--	3	---	---	---	1	---	4*
1995	2.1	5	54	---	---	---	15	---	74
	2.2	25	385	---	---	---	42	---	452
	3rd	--	3	---	---	---	1	---	4*
1996	2.1	33	1	17	---	46	24	---	121
	2.2	282	28	58	---	36	36	---	440
	3rd	--	--	--	---	1	1	---	2*
1997	2.1	8	33	24	---	10	5	1	81
	2.2	102	257	41	---	8	14	6	428
	3rd	---	3	--	---	---	---	---	3*
1998	2.1	3	11	18	---	4	1	3	50
	2.2	76	107	36	---	1	9	9	238

	3rd	1	1	---	---	---	---	---	2*
1999	2.1	---	16	16	---	4	32	4	72
	2.2	31	83	32	---	2	26	26	200
	3rd	2	---	---	---	---	---	---	2*
2000	2.1	---	2	9	7	3	3	---	24
	2.2	---	31	11	11	---	11	9	75
	3rd	---	---	---	---	---	1	---	1*
2001	2.1	2	9	2	8	1	1	---	23
	2.2	16	100	22	12	2	6	6	164
	3rd	---	---	---	---	---	---	---	---
2002	2.1	1	1	5	3	12	---	2	24
	2.2	28	16	20	7	8	6	3	88
	3rd	2	---	---	---	---	---	---	2*
2003	2.1	4	3	2	11	16	1	2	39
	2.2	54	37	38	20	27	7	5	188
	3rd	11	---	2	---	---	---	---	13*
TOTAL		2.1 = 731;		2.2 = 3177;		3rd = 34*		3942	

Key: Bold italics = second class upper; Ordinary Roman figures = second class lower; Asterisked figures = third class division.

The table clearly shows that most (80.5%) of the students graduated in the second class lower division, while some 18.5% were able to qualify for the second class upper division. The remaining 0.86% qualified for the third class. None ended up with a first or only a pass degree. On the whole, the results can be accepted still as very good. The general trend in the regular programmes tends to be reflected here.

The Distance Learning Centre has produced over 6000 bachelor degree holders. From these, over 600 have completed their masters degree programmes from different universities, [Ibadan, Lagos, LASU, Ife, Ilorin, and Nsukka, in that order].

About 63 are currently running the masters degree courses in these various universities. Two are LL.B. holders from this university, while 8 are currently pursuing their Ph.D. programmes in Adult Education, Institute of Education, and Guidance and Counselling of this university. One candidate, Mrs Ajaja, has completed her Ph.D. in Adult Education in this university. In addition to all these, one of the products has been acclaimed the best commissioner in Osun State. These are pointers to the worth of the Programme.

The Facilities on the Ground

At present, the Centre is housed in offices vacated by the Faculty of Veterinary Medicine and Department of Theatre Arts. Some of the structures are wooden, indicating that they were designed to be temporary for the original purpose. The Centre has no permanent structures to serve as offices for the academic staff who occasionally have to meet students, nor are there structures for students' lectures, discussions, practicals, etc. Rather, for these latter purposes, the larger groups often have to use facilities of the Staff School, a primary institution, while those enrolled for courses in Agriculture use facilities in the Faculty of Agriculture. All these, of course, point to the fact that students' group activities can best take place when the University and the primary school are on vacation. Thus far, there are no facilities such as library or laboratories specifically provided for the programme.

The Present Study

The management of the Distance Learning Centre in the mid-2004, commissioned this research team from the Institute of Education to undertake a thorough evaluation of the programme



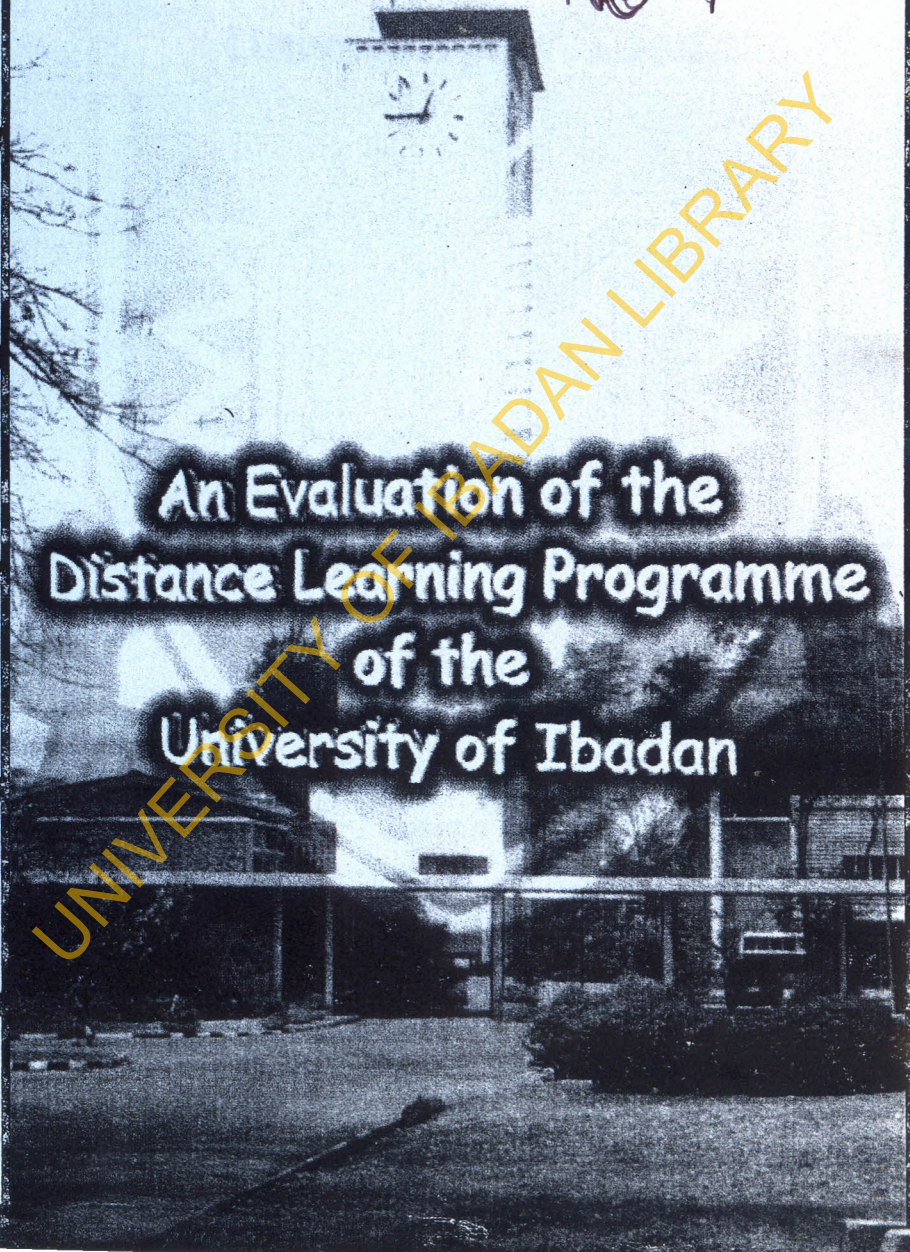
University of Ibadan



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An Evaluation of the Distance Learning Programme of the University of Ibadan

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An Evaluation of the Distance Learning Programme of the University of Ibadan

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University of Ibadan
Ibadan.

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Executive Summary

The Antecedents

- This study was commissioned by the University of Ibadan Distance Centre (formerly called Centre for External Studies) with the following as the main objectives:
 - i. to enable the University determine the extent to which the programme has been achieving the goals for which it was set up in 1988;
 - ii. to enable the University identify the achievements made thus far as well as areas in which several more achievements could also be made;
 - iii. to enable the University identify areas of strengths as well as of weaknesses in the programme; and
 - iv. to enable the University decide what steps should best be taken to correct such areas of weaknesses as may be discovered, with respect to both the courses at present available as well as those which might soon be mounted.
- In addition to the records and physical facilities available in the Centre itself, to which they had access, the researchers utilised four different questionnaire and interview instruments to gather data for the prosecution of the project. Besides, from several other sources, materials were gathered which enabled the researchers to compare practices in other institutions, such as the Open University in Britain, in Thailand, in India, etc. In addition, the commissioned study by Dr Oludotun of University of Lagos into the University of South Africa Distance Learning Programme, served as an eye opener to what this type of programme can achieve.

- Drawing their data from respondents (present and ex-students, present and past academic staff members for the programme, bosses of products of the Centre) in the seven States in the South-Western part of the country, from November 2004 to January 2005, the researchers made the following findings:
 - a. the physical facilities available for the University of Ibadan Distance Learning Programme are grossly inadequate and hardly befit the status of this University;
 - b. too few students have thus far taken advantage of the existence of the Programme;
 - c. the courses thus far available for the Programme are too few; as most of them are from the same one faculty that started the Centre;
 - d. the printed texts remain by far the main medium for dispensing knowledge; apart from these there are the occasional contact tutorials with course tutors. Electronic facilities, the major media utilised in most other Distance Learning programmes in other parts of the world, are yet to be tapped in the UI Programme;
 - e. most of the students find it difficult coping with the demands of reading through the several course texts, evidently a result of poor reading ability;
 - f. the same admission policy and standards for the regular degree courses obtain for this programme too;
 - g. while all the findings affirm that the products are quite comparable with their counterparts from the regular degree courses, and that they are easily able to hold their own in their professional practices, it is equally clear that the students know very little about computers and the Internet;

- h. while it could be claimed that the rather mature age of the average student, (about 34.5 years) has enabled him/her to cope, it is equally significant that the most strident complaint is that course tutors are not easy to reach and consult.
- Mainly on the basis of these findings and observations, the following recommendations are made:
 - a. It is necessary to set a goal of moving into a permanent structure capable of housing far more facilities and offices than is the case at present. It is time to set a goal of shutting down the wooden structure.
 - b. Similarly, far more ambitious structures should be planned and provided for the students and academic staff. DL students should have their own facilities such as library, laboratories, etc., distinct from those provided for the regular students.
 - c. The recommended DL Centre and the structures for students should be in an environment clearly distinct from the present University campus. Perhaps the Ajibode land would provide the type of environment envisaged.
 - d. To cater for the envisaged and recommended large number of students, some study centres should be planned for locations outside the Ibadan scattered in each of the States in which students are located.
 - e. A distance-learning centre need not insist on the same entry qualifications as do the regular programmes. Those who do not qualify for the regular programmes should be eligible for the DL programme, even if such lower entry qualifications should necessitate longer periods of studentship.

- f. It is time to aim for much larger student enrolment in the DL programme. The very many aspiring students who fall short of the JAMB cut-off mark, but who can otherwise qualify for admission, should be given an option to transfer to the Distance Learning programme.
- g. If the UI DL Programme is truly a University wide one, every Faculty and Institute should mount courses for the DL Centre. Each unit in the University should be encouraged to creatively work out such modalities that would enable it present its courses through the Distance Learning programme. If the Open University in Britain is able to present courses in such near esoteric disciplines as engineering, medicine, geology, pharmacy, etc., it should be possible to do the same here.
- h. A compulsory, first year, enrichment course in reading efficiency, designed to help students overcome their reading weaknesses, should be mounted, irrespective of course specialisations and backgrounds.
- i. To counter students' weaknesses with the computers and the Internet, and since the Internet would soon become a major mode of dispensing courses, all students should be exposed to the use of the computer and the Internet.
- j. By the same token, steps should now be taken to use the Internet for dispensing courses and exchange of communications between students and course tutors.
- k. The sale of handouts should be banned, and the ban should be enforced. However, course tutors who have new ideas to share should be encouraged to do so through new publications for which they should be

rewarded. Such new publications should be handled by the Centre.

- l. Following up on the last recommendation, it should be the policy of the Centre to review and revise all its publications periodically. It is recommended that no publication should be in circulation for more than five years. Even if the same ideas are still current at the end of the fifth year, the publication should still be reviewed, modified and re-published.
- m. Moreover, some other electronic media should be tried. Right now, courses could be presented through the audio and videocassettes.
- n. Steps should be taken very soon to mount the Centre's own postgraduate courses, again on distance learning lines. However, such postgraduate courses could be routed through the existing postgraduate school.

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Literature Reviews

I. How Nigerian Children Learn: A National Survey of Classroom Interactions and Learning Environments in Primary and Junior Secondary Schools.

Study conducted by Institute of Education, University of Ibadan, 2001

Summary of the Project

The study sought to: describe the observed learning environment and actual instructional processes in primary 6 and junior secondary 3 classrooms in Nigeria; how teachers and students interact during instruction in a variety of environments; and the use of language during classroom interactions and in transition from lower to upper primary classes. To facilitate the interpretation of these descriptions, the study, in addition, sought to provide information on the students' home background characteristics and attitude to schooling, the characteristics of their teachers, schools and classrooms, and the instructional skills and competency needs of the teachers for future training and retraining in formal and in-house settings.

It made use of a multi-stage stratified random sampling procedure to constitute samples of primary 3, primary 6 and junior secondary 3 students from 125 primary and 63 secondary schools in 12 states [distributed across the six geopolitical zones of the country] and the federal capital territory, Abuja. Data collection involved the use of valid and reliable observation instruments and questionnaires to collect quantitative and qualitative statistics that were supported with

graphical illustrations. These were done at two levels of data aggregation [national and zonal].

The findings include the following:

- ☞ The students [at both primary and secondary levels] are associated with large nuclear families [with as much as five or more siblings], parents who are mainly farmers, civil servants and artisans and who speak English language occasionally, homes where mother tongue [or at least the language of the community] is the major medium of communication; homes where English dictionary is occasionally used; and homes without a lot of books. In addition, the students tend to exhibit positive attitude towards schooling and would want as much further education as possible.
- ☞ The students are taught by teachers who are not particularly aged [mean age = 35 years], although experienced in teaching [mean teaching experience \geq 11 years]. These teachers had moderate workload although they tend to teach large classes of mixed ability students. Most of them had not attained any sort of in-service training in their teaching career although they had specialised training in some subjects and can teach in the main Nigerian language spoken in the school community. A good proportion of the teachers are not involved in decision making about curriculum practices. In addition, they rarely use instructional materials and varied types of assessment instruments.
- ☞ In the observed classrooms:
 1. Teacher prompting learning occurred very frequently, individual student work occurred more than group activity, monologue [teacher talking non-stop] is ranked second in occurrence at the primary six and

junior secondary level but third at the primary three level, and confusion and other distracting behaviours occurred very rarely.

2. The teachers spent a larger proportion of lesson time interacting with students in large or small group and more time on a combination of transition, private interaction and non-involvement than on monitoring.
3. The direction of communication flow was more from teacher to group of students. The more personal one-to-one communication between teacher and student occurred less frequently.
4. Majority of teachers' questions were basically recall, most of which were re-directed when students' answers [which were mainly short responses and recitations] were not satisfactory. Teachers' reactions to students' answers were mainly to indicate a correct or wrong response or repeat the answer.
5. The predominant non-instructional interactions were disciplinary and procedural in all the three samples. Disciplinary interactions occurred quite frequently when teachers attempted to reduce or eliminate inappropriate behaviour. However procedural interactions occurred less frequently when the teacher is involved with calling the roll and putting away laboratory equipment/materials.
6. There was ample evidence to show clarity of teacher preservation of instruction in the pattern of interactions, contexts, direction of communication and delivery methods. Teachers were enthusiastic and able to focus instruction towards defined goals using realistic examples. In addition, teachers provided students the opportunity to respond to questions even

when the teachers rarely accept students' ideas and corrections.

☞ The primary and secondary school teachers perceived great need for help in a good number of instructional activities, management activities, out-of-school activities, and use of instructional materials and evaluation practices.

☞ The teachers, according to their zones and perhaps class level, may also have distinct instructional needs, management needs, needs related to out-of-school activities, and needs related to use of instructional and evaluation practices.

☞ The implications of these findings for curriculum planning, classroom practice, teacher training and teacher-in-service programmes are discussed.

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II. *Internship Programme on Distance/Learning Education at University of South Africa, Pretoria.*

Study was conducted by Dr. J. S. Ola Oludotun of the University of Lagos and was sponsored by the Commonwealth of Learning, Vancouver, Canada. The study was conducted in South Africa from the 22nd June to 20th July, 2001.

- ☞ The researcher sought the opportunity to study the procedures for sourcing, preparing and distributing course materials to distance learners and the method of assessing or evaluating the distance learners.
- ☞ At the end of the Internship Programme, the researcher was able to:
 1. describe the methods used in developing course materials for distance learners at the University of South Africa;
 2. compare and contrast the methods with those of Distance Learning Institute, [DLI] at the University of Lagos;
 3. identify and describe the media choices adopted at the University of South Africa [UNISA];
 4. identify the assessment approaches in use at the University of South Africa [UNISA];
 5. compare and contrast the assessment approaches in use at UNISA with that of the DLI at the University of Lagos;
 6. identify associated problems in the implementation of the science programme of UNISA with emphasis on the science practical;

7. determine the changes and improvement to make in running the distance education in the University of Lagos, that is, make necessary recommendations.

These are the researcher's findings categorised into Context, Input, Process and Product [CIPP] of distance learning/education at the University of South Africa [UNISA], as proposed by Stufflebeam [1969] in a programme evaluation.

Context of Distance Learning/Education

1. The University of South Africa [UNISA] has been found to be very versatile in the concept of distance learning/education both in the provision of tuition and in its delivery systems. It has enjoyed this enviable position solely because it was established to deal with distance learning/education right from the beginning.
2. This is quite different from the situation that exists in the Distance Learning Institute at the University of Lagos where both contiguous and distance education are in operation. This situation should not be a disadvantage in DLI provided those involved in the distance learning are ready to imbibe the philosophy and objectives of distance learning/education and the open learning concept.
3. The concepts of Open Learning Systems and Distance Learning/Education are well articulated by those involved at UNISA. The University of South Africa [UNISA] has attained the level of implementing its policies through the use of printed materials and information technology. The ability of those involved to work as a team is highly commendable. Those involved have emphasized the idea of interactive

approach to learning through activities with their distance learners.

Input to Distance Learning/Education

1. UNISA enjoys the support of the government of South Africa through the provision of funds for distance learning/education. Thus, this has given the citizens the access to improve themselves academically, economically and socially with the knowledge, skills and competence acquired through their studies with UNISA.
2. This has not been the case with the DLI of the Lagos University, most especially when the National Universities Commission [NUC] has vowed never to fund distance education. The position of the government with respect to distance education has caused the low enrolment of students in DLI.
3. UNISA is provided with various infrastructures to enable it to implement its distance education. There are spacious offices for the lecturers and administrators. Each office is equipped with a set of computer system with which lecturers and administrators can communicate with each other besides the internal and external telephone system. They administrative building has much space and furniture to accommodate as many students as possible during registration.
4. The Production Section has gigantic and sophisticated printing machines for the production of printed materials. A network of computer systems with the appropriate software connects all the Undergraduate Affairs Section [where the enrolment of students takes place], the Dispatch Section and the Examination

Department. Thus, the university is able to keep good records of all students all the time.

5. The University of South Africa provides information technology to support the distance learning system. This includes audio and video-cassette tapes, telephones, teleconferencing and video conferencing.
6. There are large warehouses with shelves to accommodate all printed materials for the students. These shelves have been labelled in conformity with the computer bar codes for all the courses taken at UNISA. There are two big vaults to house all the question papers for the annual examinations. These vaults are usually under tight security. There is also a warehouse to keep all examination answer scripts after they have been marked. At DLI [Lagos University] there is the need to improve on the infrastructures mentioned above.
7. The extent of human resources provided in UNISA is enormous in terms of academic personnel, administrators, computer programmers to maintain and keep the computers working, machine operators, technicians, etc.

Process of Implementing Distance Learning/Education

1. UNISA uses the team approach to source for students' reading materials. The Scheduling Section revises course text written every three years with the following department: Bureau for University Teaching, Authors [Faculties and Academic Departments], University Press [Graphic Artists], Media Section, Editorial Department, Production Department, Examination Sections and the Dispatch Section. Thus adequate

plans are made two years ahead for the supply of materials for the distance learners.

2. There are laid down procedures for the enrolment of students for the session at UNISA. There are brochures produced by the university stating when the students can register, take their tuition, and submit their assignments and when to take the final examinations. This procedure is on printed materials or through the website as in the Student On Line [SOL]. There is no annual advertisement in the daily papers as obtaining in the DLI. There is also the process for collating marks through the computer and issuing of results to students either through the telephone or the Internet. However, a student's results may be blocked if he/she owes the university or has been involved in examination malpractice.
3. Tutors and invigilators sign contracts with the university when they are employed to serve. The contracts spell out the conditions to be fulfilled during the service.
4. Both formative and summative assessments are employed to assess the students. The formative assessment [continuous assessment] includes the self-assessment questions to be answered by the students, the regular assignments as dictated by the tutorial letters and the portfolio assessment. The summative assessment is in form of the final examinations.

Products of the Distance Learning/Education

1. Good study guides with activity approach are put in place for the students. This forces students to interact meaningfully with the content in the study guides. Consequently, this leads to the development of the desired knowledge, skills and competence to be acquired by the students.
2. There are tutorial letters to guide the students on how to study, do their assignments and submit them for marking. Thus the Continuous Assessment System is effective.
3. Learners are well motivated to study the materials given to them thus enhancing their levels of productivity in their places of work and in the society as a whole.

and its operations. The following constituted the objectives of the study:

- a. to enable the University establish the extent to which the programme has been achieving the goals for which it was set up in 1988;
- b. to enable the University identify the achievements made thus far as well as areas in which several more achievements could also have been made;
- c. to enable the University identify areas of strengths as well as of weaknesses in the programme; and
- d. to enable the University decide what steps should best be taken to correct such areas of weaknesses as may be discovered, with respect to both the courses at present available as well as those which might soon be mounted.

Methodology and Tools for the study

With that as the guideline, the team of four from the Institute of Education, University of Ibadan, addressed the task at hand by first formulating a road map. The following were identified as the aspects requiring attention.

- a. A thorough discourse of the history of distance learning and what distance learning entails in different institutions around the world;
- b. A thorough analysis of variables pertaining to students, involving a study of:
 - i. their backgrounds, (home, economic, academic, professional, etc.);
 - ii. the types of institutions they came from, e.g. urban/rural setting, public/private setting, etc.;

- iii. their typical academic backgrounds on entry into the course;
 - iv. factors promoting or inhibiting their progress and performances in the course;
 - v. factors that prompted them to enter for the course;
 - vi. their aspirations for the future.
- c. A study of students' academic performances during their courses. This will involve:
- i. an analysis of drop-out/completion rates;
 - ii. comparative performances in the various disciplines;
 - iii. factors that promoted/hindered performances in the various courses. Moreover, the analysis in each case should focus on the different types of backgrounds involved, e.g. performances by male/female, married/single, nursing mothers/non-nursing mothers, etc.
- d. An attitudinal study of the past and current staff to the course. This aspect of the study has the objective of helping us establish the stand or feelings of those who have been, and who are still, functioning as teachers (including course writers) on the programme. It is hoped that findings from this aspect of the study should help the authorities to fine-tune and improve on the whole programme.
- e. An attitudinal study of headmasters/headmistresses (or other Heads) who have had to work with products of the programme. The intention is to make an assessment of how the graduates of the programme have been performing at work, compared with others of their category.

For these tasks, the researchers designed four instruments. These are:

- i. *Questionnaire for the Evaluation of Students' Course Related Factors.* This is an instrument in two main sections and through which the researchers obtained data and information relating to the students' background (marital, educational, vocational, etc.), factors that motivated students to enter for the course, factors that are likely to support or hinder their progress during the course, students' experiences with the computer and in particular the Internet. This latter aspect is considered essential to the study in the light of the versatility and potentials of the Internet's for distance learning education. The students can respond to most of the items by simply ticking the preferred option. In most cases, the responses can be scored for analysis. (See Appendix 1).
- ii. *Questionnaire for the Staff of the University of Ibadan Distance Learning Programme.* The instrument was designed to enable researchers assess the views of staff members who have had the privilege of being close to the students through the occasional classroom contacts. The staff members include those who have taken part in writing course materials and who therefore can give a valid opinion on the worth of the materials. Items are designed to lead the teachers to give their opinions on the adequacy or otherwise of the facilities available, the comparability of the products with those in the regular courses, what modifications the teachers think there should be, etc. (See Appendix 2).
- iii. *Questionnaire on the Effectiveness of the Products Since the Inception of the Programme.* The instrument was addressed primarily to the headmasters or headmistresses (or bosses at work) with whom the graduates had to

work since qualifying. The respondent is asked to assess the DL (distance learning) graduate, and state how effective the graduate is in teaching, in preparing lesson plans, in guiding learners, in dressing, in extra-curricular functions, etc. (See Appendix 3).

- iv. *Interview Schedule for Products of the DL Programme.* This instrument was designed to enable researchers assess ex-students' views on, and attitudes towards, the course. Graduates were to be led through the interview items to recall the courses they found most tasking, those found most relevant to their present work, those they adjudge as most effectively presented through texts and through classroom contacts, etc. (See Appendix 4).

Sequel to the design and preparation of the instruments, the researchers mapped out five stages for the exercise. These are spelt out below:

Stage One:

A good study of the development of distance learning over time under different nomenclatures, and in various institutions round the world. This essentially involved a study of existing literature. The result of this is incorporated into chapter two of this report.

Stage Two:

The use of data and records from the Centre and from ex-students. This involved:

- i. forms filled on entry by students,
- ii. records of examination scores by students, and
- iii. direct contact with the students/graduates through questionnaires and/or interviews. For this stage, a

questionnaire was utilised, focusing on the various aspects on the students/graduates' lives viz.,

- a. students' backgrounds;
- b. how they coped (or are coping) during the course;
- c. their aspirations for the future;
- d. their attitude towards the course.

The data from these were analysed on the basis of (i) gender, (ii) age, (iii) course of specialisation, (iv) teaching experience, etc.

This stage involved the four researchers visiting several present and past students as well as their employers or heads of departments in several locations in the seven States of the federation most served by the DL programme, viz: Oyo, Osun, Ogun, Ondo, Lagos, Kwara and Ekiti.

Stage Three:

Direct contact with the staff (past and present) of the course, including course writers. For this stage, a questionnaire was used to probe into such variables as:

- i. the degree of comparability of external with regular courses,
- ii. academic staff members' views on the worth of degrees awarded by the Centre, and
- iii. recommendations on how the programmes could be improved upon.

Stage Four:

Direct contact with headmasters/mistresses (or heads of departments where applicable) of graduates with the express objective of determining the effectiveness of the products since the inception of the programme. A different questionnaire was designed for this stage of the study, with the following sections:

- i. graduates' attitude to work (before and after acquiring the new qualification),
- ii. graduates' effectiveness at work, e.g. in teaching,
- iii. graduates' relationship with senior and junior colleagues,
- iv. overall immediate employers' estimates of the graduates.

The researchers' visits as mentioned for State Two above covered this stage too.

The results of these exercises are presented in Chapters Three to Six of this write-up.

Chapter Two

Historical Background to the Practice of Distance Learning

It can be claimed, in a sense, that the Distance Learning Programme was more than overdue when it was inaugurated. Although University of Ibadan is the first in the country, a sister University, that is the University of Lagos, has the honour of operating what can safely be regarded as the first distance learning programme in the country. However, the approaches utilised in these different places (i.e. the universities in Lagos and Ibadan) have not been the same. Before focusing on the Nigerian situation, we have so much to learn about the practices in other places, which have experimented with several approaches to distant learning.

What is Distance Learning?

Distance Learning has been defined as a method of learning at a distance rather than in a classroom. Asa Briggs says the term *distance learning* "was coined within the context of a continuing communications revolution, largely replacing a hitherto confusing mixed nomenclature—*home study*, *independent study*, *external study*, and, most common, though restricted in pedagogic means, *correspondence study*."¹ The different terms used here

¹ Asa Briggs, 'Distance Learning', in the CD edition of **Microsoft Encarta Premium Suite (2004)**.

in reality refer to different facets or different approaches to the practices of distance learning. While *home study* would imply that the candidate addresses the learning task by teaching himself through whatever materials he can lay his hands upon, with or without the guidance of another person or a professional organisation, and subsequently presenting himself for the set examinations, *correspondence study* would entail registering for a course of study with a correspondence college for proper preparation for the set examination by an awarding agency. The self-tuition under the first example might or might not include having a senior scholar to occasionally explain some concepts. Thus, the main road map towards the goal is the syllabus issued by the certificate-awarding agency. The road map is clearer where a candidate is guided by a correspondence tuition, but then much reliance is on the mailing system. For decades, several Nigerians relied on this approach, with very many of them studying for GCE ordinary and advanced level courses, as well as London University degree courses. Most of them registered with such correspondence colleges as Wolsey Hall, Rapid Results College, Bennett College, etc., all based in Britain. Several Nigerians, some of whom later became renowned academics in our tertiary institutions, earned their degrees this way. More recently, there has been a Nigerian private institution which does practically what the British correspondence colleges were doing. Based in Lagos under the name of Home Studies College, the institution offered tuition through correspondence. Until lately, this institution remained very virile in educating several hundreds of Nigerians in their pursuit of basic education.

In the United States, according to Owoeye (2004), Caleb Philips of Boston taught shorthand by post from 1728, while in the United Kingdom, Sir Isaac Pitman from 1843, did the

same thing using the same approach. These eminent scholars could thus be regarded as the trailblazers in distance learning, although all that their technique entailed was using the post. They made it possible for the first time for a learner to enrol for a course of study without significantly interfering with his workplace.

The Impact of Electronic Media on Distance Learning²

The invention of the wireless telegraphy, by which the radio was originally referred to, has had very tremendous impact on distance learning practices. John Cain (2004) reports that right from the inception of the invention of wireless telegraphy (radio), pioneers of the technology such as Marconi (1874 – 1937), believed the new technology would soon be put to useful purposes, such as using it to spread knowledge. By the time the British Broadcasting Company, later the British Broadcasting Corporation (BBC), was set up in 1922, the corporation realised how it could use “wireless” to assist learning. John Reith, who, as a public service broadcaster, aimed to “educate, inform, and entertain”, set up the first National Advisory Committee on Education in 1923 and appointed a Director of Education, a school inspector, who, in 1924, wrote an article in the BBC's magazine the *Radio Times*, in which he proposed a Broadcasting University. However, this materialised only with the coming of the Open University.

The earliest experimental school broadcasts emanated from Glasgow and London in 1924 and henceforth regular secondary school and adult education broadcasts were in place, with regular supporting publications coming soon after.

² Much of this section is indebted to John Cain's article on the CD edition of Microsoft Encarta Premium Suite 2004

A new weekly publication, *The Listener*, began publishing transcripts of educational talks from 1929. This publication was maintained for some 68 years, and wound up only in 1991. As the services expanded, education officers were appointed to interact with the educational institutions. Separate Advisory Committees for School and Adult Education were set up and, for the latter, a Group Listening movement was encouraged. During the 1930s the whole system flourished, with most subjects except Mathematics treated.

Among initiatives at this time were new ways of learning, emphasizing a more imaginative, child-centred approach. Programmes in Gaelic and Welsh were introduced for children in Scotland and Wales. In the early 1930s it was not thought appropriate to make broadcasts for younger pupils. However, largely because of improved broadcasting practices, using drama and music in place of straight "talk", such broadcasts quickly became successful later in the decade. History and foreign language teaching series were firm favourites.

The British system of educational broadcasting, transmitted nationally, was soon widely studied and used as a model in many countries, notably those in the Commonwealth, and in more distant countries, such as Japan. It was realized that radio had great potential in both formal and informal education by adding to what teachers could provide, reaching isolated groups of learners, filling in for non-existent teachers, and acting as an agent of in-service training. Before long, "radio schools" were operating in countries with dispersed and remote populations, a notable example being the School of the Air in Australia, where two-way radio supplemented correspondence courses.

During the World War II, school broadcasting flourished and by 1945 some 2,000 more schools were using the service than in 1939, with 30 weekly series offered. Educational broadcasts became an anchor for teachers. As the war ended, Forces Educational Broadcasts were devised to help demobilized service people with their return to civilian life. Then came the television, which then became the centre of interest, with pilot experiments in school television in 1952 leading to a permanent service in 1957.

By the mid-1960s a comprehensive system of school broadcasts was being provided both by the BBC and Independent Television (ITV), which had started school television broadcasts just ahead of the BBC in 1957. The visual medium added a new dimension to learning and, significantly, mathematics became a successful subject for educational broadcasting, helping pupils and teachers to deal with the "new maths", which was then much in the news. Apart from continuing series in such subjects as modern language teaching, science, and history, adult education broadcasts began to address social issues such as parenting, old age, illiteracy, and unemployment.

By now, the world was soon to witness the coming of the Open University, arguably the most significant advancement in distance learning. To this we now turn.

The Coming of the Open University

The Open University is a British experiment in higher education for adults. Established as an autonomous institution in April 1969, it opened in January 1971 with headquarters at the new town of Milton Keynes. Operating under a Royal Charter that has as its objective as "the advancement and dissemination of teaching and research by a diversity of

means", the University has no "academic prerequisites for enrolment, since the aim is to extend educational opportunities to all. Courses, centrally organized by a distinguished faculty, are conducted by various means, including television, correspondence, study groups, and residential courses or seminars held at centres scattered throughout Great Britain. However, the correspondence course is still the principal educational technique. Televised lectures and seminars merely supplement it.³

The degree of success attained by the Open University can be measured from the great number of students already graduated. At the inception of the institution, some 24,000 students registered for courses. And by the time John Horlock was serving as the second vice-chancellor, the 100,000th degree student graduated. That was within the first twenty years of the life of the institution. By 2001, the University had about 140,000 first degree students and 45,000 postgraduate students, while a further 36,000 people purchased study packs which they studied without registering formally as students. Finally, some 26,000 of the University's students were from outside the United Kingdom. These are facts, which should attest to the versatility of the institution, and they point to what a country like Nigeria, whose established universities cannot cope with the tremendous number of students wanting unsuccessfully to obtain University admission, can do.

With such laudable achievements within so short a time of its inception, the concept of the Open University has been replicated in several other countries. In India, from the 1970s and 1980s, several state universities sprang up experimenting with the distance learning methods. One of them, in Andhra Pradesh, had some 45,000 students. In particular, the Indira

³ Much of the foregoing on the Open University are from the CD edition of the Encyclopaedia Britannica, 2005

Gandhi University, founded in 1985, operated on the distance learning techniques, including the use of the satellite. Similarly, in China, there was the Radio and Television University, which itself was backed up by several local television universities, that taught courses through a large number of local television stations. In Thailand, the Sukhothai Thammathirat Open University had in 1990 more than half a million students. And in Korea, there is the huge Correspondence University, which admitted students 'by lottery'. These two last mentioned universities have the priority of training civil servants and defence personnel.

From the 1980s, and especially from 1987 when the Commonwealth of Learning was established in Vancouver, Canada, the concept of distance learning has been spreading fast through several countries. The manifesto of the Commonwealth of Learning extols the virtues of openness. The manifesto proclaimed that it should be possible for "any learner anywhere in the Commonwealth to be able to study any distance-teaching programme available from any bona fide college or University in the Commonwealth". The key words to note are *any learner, anywhere* and *any distance-learning programme* (i.e. any subject).

At this stage, the study by J. S. Oludotun of the University of Lagos deserves a special focus. Oludotun paid a study visit, under the auspices of the Commonwealth of Learning, to the University of South Africa. The basic purpose of the study was so that comparisons could be made with what was then obtaining between the distance learning centres in the two institutions, i.e. University of Lagos and the University of South Africa. The visit to South Africa was between 22nd June 2001 and 20th July 2001. Below is a summary of the situation in the University of South Africa.

The University of South Africa, founded in 1873 as the University of Cape of Good Hope purely as an examination body for other institutions in the country, metamorphosed into a Distance Teaching University in 1946. Even then, it was regarded as a fully-fledged University in the traditional sense of the word since its functions embraced teaching, research and community service. The University functioned at the certificate, diploma and degree levels, all through distance learning approach.

By the year 2000, a total of 111,758 students had been admitted for courses ranging from law, arts and education, to theology, science and economics. The students were spread over several parts of the country as well as in some other countries as shown in Table 2.1.

Table 2.1: Geographic Distribution of Distance Learning Students in University of South of Africa in 2000

1	South Africa	103,002
2	Rest of Africa	6,266
3	North America	373
4	South America	14
5	Asia	648
6	Europe	1,253
7	Australia	145
8	New Zealand	57
Total		111,758

The 111,758 students are made up more of females (55%) than of males (45%). These are in six faculties, viz., law (10,427), economics and management sciences (51,571), science (6,441), arts (30,759), theology religious studies

(1,211),⁴ and education (5,440). The remaining 10,007 are in non-degree courses in several disciplines.⁴

There are a total of 65 teaching departments with 1,105 teaching and research staff. A total of 19,226 non-teaching staff service the operations in 41 administrative departments and 28 bureaux, institutes and centres. Within the country, there are five study centres covering the nine provinces in the country. The following additional facts would help in a comparison of the exercises in South Africa and Nigeria.

Input to Distance Learning/Education

1. UNISA (University of South Africa) enjoys the support of the government of South Africa through the provision of funds for distance learning/education. Thus, this has given the citizens the access to improve themselves academically, economically and socially with the knowledge, skills and competence acquired through their studies with UNISA.
2. UNISA is provided with various infrastructures to enable it to implement its distance education. There are spacious offices for the lecturers and administrators. Each office is equipped with a set of computer system with which lecturers and administrators can communicate with each other besides the internal and external telephone system. The administrative building has much space and furniture to accommodate as many students as possible during registration.
3. The Production Section has gigantic and sophisticated printing machines for the production of printed materials. A network of computer systems with the

⁴ The total here (i.e. 115,856) exceeds the 111,758 indicated earlier because some students are registered in two or more faculties.

- appropriate software connects all the Undergraduate Affairs Section (where the enrolment of students takes place), the Dispatch Section and the Examination Department. Thus, the University is able to keep good records of all students all the time.
4. The University of South Africa provides information technology to support the distance learning system. This includes audio and videocassette tapes, telephones, teleconferencing and video conferencing.
 5. There are large warehouses with shelves to accommodate all printed materials for the students. These shelves have been labelled in conformity with the computer bar codes for all the courses taken at UNISA. There are two big vaults to house all the question papers for the annual examinations.
 6. The extent of human resources provided in UNISA is enormous in terms of academic personnel, administrators, computer programmers to maintain and keep the computers working, machine operators, technicians, etc.

Process of Implementing Distance Learning/Education

1. UNISA uses the team approach to source for students' reading materials. The Scheduling Section revises course text written every three years with the following department: Bureau for University Teaching, Authors (Faculties and Academic Departments), University Press (Graphic Artists), Media Section, Editorial Department, Production Department, Examination Sections and the Dispatch Section. Thus adequate plans are made two years ahead for the supply of materials for the distance learners.

2. There are laid down procedures for the enrolment of students for the session at UNISA. There are brochures produced by the University stating when the students can register, take their tuition, and submit their assignments and when to take the final examinations.
3. Tutors and invigilators sign contracts with the University when they are employed to serve. The contracts spell out the conditions to be fulfilled during the service.
4. Both formative and summative assessments are employed to assess the students. The formative assessment (continuous assessment) includes the self-assessment questions to be answered by the students, the regular assignments as dictated by the tutorial letters and the portfolio assessment. The summative assessment is in form of the final examinations.

Products of the Distance Learning/Education

1. Good study guides with activity approach are put in place for the students. This forces students to interact meaningfully with the content in the study guides. Consequently, this leads to the development of the desired knowledge, skills and competence to be acquired by the students.
2. There are tutorial letters to guide the students on how to study, do their assignments and submit them for marking. Thus the Continuous Assessment System is effective.
3. Learners are well motivated to study the materials given to them thus enhancing their levels of productivity in their places of work and in the society as a whole.

Summing Up

From the foregoing, the following can be concluded about distance learning practices:

- a. Most countries all over the world have adopted the practice of educating learners through the distance learning techniques.
- b. In most countries, this approach has made it possible to educate very large numbers of students, which would not have been possible under the conventional classroom approach.
- c. Most of the beneficiaries are engaged in their primary vocations, again a phenomenon which would not have been possible under the conventional approach.
- d. It would appear that virtually any discipline can be taught through the distance learning approach, especially when several modalities and different media are involved, and more so when specific contact periods with course tutors are planned.
- e. Of all the techniques employed, the printed text would appear to be the most often used, distributed through the post or given out at the beginning of courses to students.
- f. Apart from other media such as the audio and video cassette tapes, the radio and television media are now very often used, with some channels specifically set aside for distance learning.
- g. The internet has come to be very often used for distance learning programmes, even in some third world countries; and with this technology, distance learning has tremendous potentials. With it a student can obtain virtually all his materials electronically, and communicate with his course tutors via the electronic

mail. Only examinations need draw the student to the centre.

- h. If we have to compare admission figures, the UI experiment would hold the record of having the least number of students. In Fig. 2.1, the admission figures for specific years for some of the mentioned institutions are shown, illustrating the point being made.

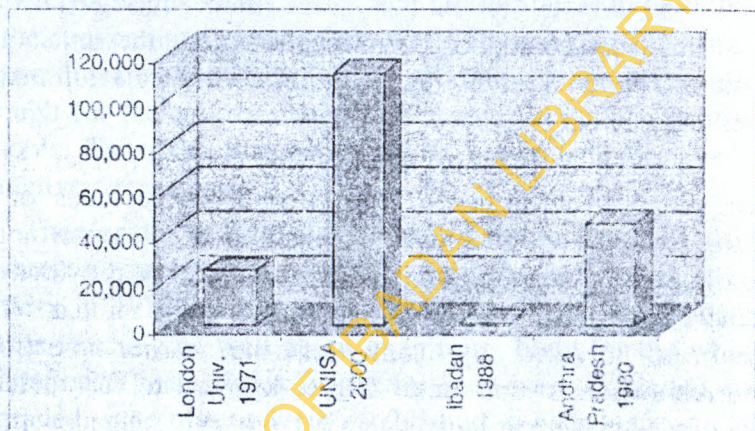


Fig. 2.1: Comparison of DL Enrolment Figures in Four Institutions

The Nigerian Educational Climate

As was claimed earlier, with respect to distance learning, University of Ibadan had so much to learn from other institutions when she embarked on the experiment. Long before the Centre for External Studies was set up, distance-learning programmes of different sorts existed at different levels in other institutions.

At the lower level, several British correspondence institutions provided courses of which many Nigerians took advantage. The Rapid Results College, the Wolsey Hall, the

Metropolitan College, the Bennett College, etc., ran correspondence courses for all deserving students. Although the postal system in those days was slow and not particularly reliable, it was still efficient enough to enable registered Nigerian students to obtain their course materials on schedule and submit assignments within reasonable time limit. Although textual materials constituted the only medium of instruction, and whereas in most cases the students on this side had nobody to further guide them through difficult concepts that could not be unravelled from the texts, most students pulled through, registered for certificate examinations and passed.

In some cases, this practice was carried further. Many Nigerians went further to enrol for degree courses of the London University through that institution's external degree programme. London University of course provided no teaching to such students on this side; the candidates took courses provided by some of the earlier mentioned correspondence colleges. Some known to us actually studied entirely on their own, i.e. without reliance on any correspondence course. Where practical work was demanded, e.g. in the natural sciences, engineering, geography, etc., such students had to be guided by recognised personnel in their respective fields, after the London University was satisfied with the credentials of such supervisors. Difficult as it might be, several Nigerians made it that way. In the 1960s, it was great news when the achievement of a Nigerian Police officer in the bachelor's and later master's degree courses through the external degree programme was broadcast in several newspapers.

Later, from the mid-1970s, Nigeria officially established the first distance-learning programme when the National Teachers Institute was founded in Kaduna. At first, it

remained a programme of the then northern States, which had established it to train teachers for the primary schools in the north. The realisation was that trained teachers were grossly lacking in most of the then six northern States and, even by the most ambitious approaches, there was no way the shortfall could be made up through the conventional training schemes. Earlier on, several northern States had sent sub-qualified personnel to teacher training colleges in the Western Region (now Oyo, Ogun, Osun, Ekiti, and Ondo States) to be trained in the conventional classrooms; while several such colleges in the north were expanded. Yet, the products were nowhere near enough for the task of manning the ever-expanding primary schools. Thus, the distance learning experiment became an attractive alternative.

Then came the take-over of the institution by the federal government as a result of the Sogbetun Commission of enquiry in 1978/79. The National Teachers Institute became both a teaching as well as an examining body for the whole federation. The facilities in the Institute were expanded and upgraded, state offices were established in each state capital, and all Grade II teacher-training colleges had to present their candidates for the teacher's certificate through the Institute. Meanwhile, although the examining aspect became very prominent, it was not allowed to become the domineering aspect of activities. Training of students through distance learning continued unabated. By the late 1980s, the distance-learning programme had been extended to the NCE level. Most candidates, naturally enough, were the holders of the Institute's Grade II teachers' certificate. Up till date, this has continued and the textual materials remain the major medium of instruction, with occasional contact period with tutors appointed for the different study centres. These researchers have it on authority that the Institute is planning a higher

diploma course and a bachelor degree course in education, as usual through the distance-learning route.

At the University level, it can be said that the Lagos University mounted the first notable distance-learning programme. According to Owoeye (2004) it was in 1974 when the University of Lagos established the Correspondence and Open Studies Unit (COSU), with the assistance of the International Extension College in U.K. The name was later changed to Correspondence and Open Studies Institute (COSIT) and it is now known as the Distance Learning Institute (DLI). The Institute offers courses leading to the B.Sc. degrees in Accounting, Business Administration and Science Education as well as the postgraduate diploma in Education. Apart from textual materials, audiotapes as well as radio broadcasts, on the Radio Nigeria, are used.

Brief as it was, the civilian regime of the second republic, from 1979 to 1983, realised the need for a distance learning institution at the tertiary level. It set up the Open University at Abuja, which registered the first set of students, but sadly the military administration, which overthrew that civilian regime, closed down the institution. When it was re-opened later in the decade, it was as a conventional institution, the University of Abuja. However, the present civilian administration has recognised the need for a distance learning tertiary institution with the establishment of the National Open University of Nigeria, the NOUN. This institution has matriculated the first set of students.

For the dissemination of knowledge, the University spent the first two years, prior to the admission of students, to map out the courses to be mounted, recruited course writers from across the conventional universities, and developed textual materials for each course. Apart from such materials, other media such as recorded audio and videotapes, as well as the

Internet are to be used. Course tutors would service designated centres where they would occasionally meet students for guidance.

Although the National Open University of Nigeria came much later than the University of Ibadan Distance Learning Centre, it has registered far more students than that Centre. There are news reports claiming that as many as 25,000 have been registered through the various centres in the country. This phenomenon must have been a result of several factors, chief among which are:

- a. that the Open University is a nation wide institution, with a mission of catering for all potential candidates throughout the length and breadth of the country;
- b. that the NOUN has no other medium of operation apart from that of the distance learning, whereas University of Ibadan remains a predominantly conventional University;
- c. that the federal government has been particularly generous in providing a lot of facilities to enable the NOUN have a smooth and rapid take-off; for instance, the former federal ministry of education building in Victoria Island, a ten storey structure, has been provided as its base, while vehicular support has been generously provided;
- d. that the institution itself has a seasoned distance learning personnel at the head, a person who has served several international agencies in establishing distance learning institutions in different countries (including Hong Kong), a man who had to be obtained from the international assignment only after the federal government negotiated for his release;

- e. above all, the NOUN has thrust itself severely into the limelight through the print and electronic media, in such a way that a Nigerian who claims total ignorance of its existence can hardly be pardoned.

The implications of these would be discussed later in the presentation of findings and recommendations.

UNIVERSITY OF IBADAN LIBRARY

The Student Factors

Preamble

The findings from the *Questionnaire for the Evaluation of Students' Course Related Factors* are presented in this chapter. A total of 300 students were given the questionnaire; out of these some 265 were retrieved. Some were later discovered to be uncompleted, and some could not be used because they were improperly filled. A total of 239 emerged as sufficiently well completed to warrant analysis. The 239 students were from virtually all the disciplines represented in the programme; some 203 were in different departments of Education while 36 were from the Faculty of Agriculture. Of the total 239, some 111 (i.e. 46.4%) were male, while 125 (i.e. 52.3%) were females; and 3 (i.e. 1.3%) failed to indicate their gender.

The Students' Biodata

All the 239 subjects were adults. The youngest (only 1 of the lot) was 23 years old, while the two oldest reported an age of 52 years, a range of 29 years between the two extremes. Most of them were clustered around 30 to 40 years, with the overall mean age being 34.6 years. It is thus apparent that most of the respondents are very mature, being in mid-age. This is not surprising since by far most of the students had their NCE or

National Diploma qualification, showing that they had attended a tertiary institution before.

Most of the students were married. A total of 153 (i.e. 64%) reported being married, while 69 (i.e. 28.9%) stated that they were single. Of the remaining, 3 students (i.e. 1.3%) reported that they were widows/widowers, two (i.e. 0.8%) stated that they were separated, and 12 (i.e. 5.0%) failed to indicate their marital status. Most of the respondents (140, i.e. 58.6%) stated that they were parents while a total of 90, i.e. 37.7% stated that they were not and 9 respondents failed to fill in this item. It is thus clear that we are dealing with people who have a lot of commitments.

However, when told to indicate the number of children they had, most (a total of 101, i.e. 42.3%) simply skipped this item. This could be understandable: in this culture, most people would never indicate how many children they have, fearing that such a statement could have inclement spiritual consequences on their children. Of those who did indicate the number of their children, 11.7% stated that they have only one child each, 14.6% stated that they had 2 children each, 20.1% stated they had three children each, 5.4% indicated they had four children each, while 5.9% said they had five or more children. If the figures returned by those who did respond to this item are anything to go by, it would be accepted that most of the students are just like most Nigerians – with fairly large families, the numbers of children in each family being about three. This is a factor with some telling implications on academic performances in the programme.

Prior to the admission for the programme, most of the respondents, a total of 124 or 51.9%, had the NCE as their highest qualification, while some 98 or 41.0% held a polytechnic diploma. Only 4 students, i.e. 1.8% had just the

school certificate of GCE O'level. The remaining 13 persons, i.e.5.4% failed to indicate their qualifications.

Professional Experience

In response to the item asking whether or not they were teachers, a total of 126, i.e. 52.7% stated that they were, while 106 of them, i.e. 44.4% indicated that they were not, and seven (i.e. 2.9%) failed to respond to the item. As to the duration of time spent in the various types of institutions as a teacher, Table 3.1 summarises the findings.

Table 3.1: Numbers of Years Spent as a Teacher in the Different Institutions

	% Never taught there	1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs
Nursery School	84.9	3.8%	1.3%	5.4%	0.8%	0.8%	0.4%	0.4 %	0.4%	0.8%	0.2%
Primary	76.6	2.9%	6.3%	5.4%	0.4%	1.3%	1.3%	1.7 %	2.1 %	0.4%	1.7%
Second- ary	72.0%	3.3%	5.9%	5.9%	3.3%	1.3%	1.7%	2.1 %	1.7%	1.7%	1.3%
Technical	95.4%	2.5%	0%	0.8%	0.4%	0.4%	0%	0%	0%	0%	0.4%

In interpreting this table, it has to be borne in mind that 44.4% of the subjects indicated that they were not teachers while a further 2.9% didn't respond to the item at all. So, the correct approach to the interpretation of the table is to take each row at a time. For instance, while 84.9% indicated that they had never taught in a nursery school, 3.8% of the total number stated that they had taught in such a school for one year, 1.3% for two years, 5.4% for three years, etc. Similarly, while 76.6% stated that they had never taught in a primary school, 2.9% stated that they had taught there for 1 year, 6.3% for 2

years, 5.4% for 3 years, etc. Furthermore, while 72% of all the subjects stated that they had never taught in a secondary school, 3.3% stated that they had taught in such a school for one year, 5.9% for two years, another 5.9% for three years, etc. The figures are low in most cases because of the large number who have not taught before and besides some may have taught for a few years at one level and then transferred to another level, e.g. first in the primary school and then in the secondary school.

The overall picture that emerges from the analysis is that most teachers have taught for a few years. This view is more confirmed if a computation is done to show all the respondents who had taught at each level (a) for five years and less, and (b) more than five years. This is presented in the next table.

Table 3.2: Percentages of Subjects who have taught for five years or less, and for more than five years

Level	For 5 years or less	For more than 5 years
At the Nursery School	12.1%	2.8%
At the Primary School	16.3%	7.2%
At the Secondary School	19.7%	8.5%
At the Technical Level.	4.1%	0.4%
Total	52.2	18.9

It is clear from this table that most of the subjects had either never taught or had taught for just a few years. This might be a little difficult to explain, given that most of the respondents are being prepared for teaching, and most have the NCE. The fact however is that most of the NCE graduates in the last decades have not been employed. Implications of this and other related findings will be spelt out later in the discussions.

Coping with Motherhood and Studies

Given the fact that most of the students were women, very many of whom were married, an item was presented asking those who were nursing mothers during the course to so indicate. Some 42 of them, i.e. 17.6% responded in the affirmative, a total of 107 of them, i.e. 44.6% responded in the negative, while 90, i.e. (37.7%) simply omitted this item. In all likelihood, this latter group are men. Low as the number of nursing mothers may look, it is significant that as many as 17.6% could choose to combine motherhood with work and with studies. No matter how smooth the experience of pregnancy and child-bearing might be, it would still have some telling effects, if not so much on their work, at least on the studies. Thus, it was considered necessary to probe further how they were able to cope. The responses are presented in the table below.

Table 3.3: Strategies Adopted by Ss. to Cope with Motherhood and Studies

Responses.	% Not Responding	Not applicable	Hardly applicable	Applicable	Highly applicable
My mother/mother in law looked after the baby.	84.1%	7.5	4.2	0.4	3.8
I had/have a house-help	86.6%	4.2	0.4	0.0	8.8
Baby kept with a day-minder	86.6%	5.4	0.8	0.0	7.1
No house help, I found time for both motherhood and studies.	88.7%	3.3	0.4	0.0	7.5

The percentages of subjects not responding at all are most likely the men, as well as the women who had no baby nursing experience during the course. From the analysis, it is apparent that there is no basis for any alarm anyone would have otherwise liked to raise regarding coping with motherhood and studies. Most of those who had the experience either had a house-help, kept the baby with a day-minder, or simply found no problem for both motherhood and studies ('I found time for both motherhood and studies'). With these responses, it could be inferred that most women students did not regard the issue as problematic.

Motivating Factors for the Course

When students were requested to rank the statements which could explain why they opted for the course, (assigning 1 to the most applicable statement, 2 to the next most applicable, etc., and 10 to the least applicable statement), the following emerges as the order in which the statements could serve as explanations.

Table 3.4: The Ranking of Statements Explaining Why Students Opted for the Course

Rank	Statements	Weightings assigned
1 st	I really wanted to improve my professional ability, teach better.	46.4%
2 nd	I wanted to have a sense of achievement.	33.5%
3 rd	I liked to have a degree after my name.	18.4%
4 th	I needed a degree to enable me change my place of work.	17.2%
5 th	The more I taught pupils, the more I realised that I needed to improve myself.	13.4%

5th	All my mates were going for further studies; I should not be left behind.	13.4%
7th	Society does not have regard for a person without a degree.	10.5%
8th	It was the wish of my spouse.	8.8%
9th	What urged me was the pride with which graduates bore themselves around.	7.9%
10th	There was so much pressure on me from relatives to go for further studies.	3.3%

This type of analysis, showing the various factors that impel adult learners to opt for a course of study, can give an indication of how committed to the task they would be. The more cogent the factor is, the more ardent the effort of the candidate would be. In the table above, the factors most highly indicated by the subjects are very cogent. The first is particularly supportive of positive effort by candidates – that they really wanted to improve their professional skills, i.e. that they wanted to teach better. This can only come from professionals who realise their shortcomings and want to excel. The second is equally cogent – that they yearn to have a sense of achievement. The third is not particularly impressive on the surface, but to a non-graduate, it is as important as the first one. The same can be said of the fourth – that a degree is essential for upward movement or for a change for the better. Two items tied for the fifth place and both are good factors that could propel a candidate towards the goal.

On the other hand are the last four. Each of them is not as sound or as solid a factor as the previous ones. To be in a school just because a spouse wants it, or just to earn societal approval, or because graduates appear pompous, or so as to please relatives, all are not sufficiently sound. Happily, most of the students do not opt for these.

The conclusion one could draw from an analysis of this type is that the maturity with which the adults in this study enter for the course would see them through. They are sufficiently propelled by strong factors towards the onerous task before them.

Experiences during the Course

The cluster of the next items focused on the typical experiences that students could have. The design is such that students can respond to each item statement by ticking the most applicable response. The response could range from 'Not applicable' to 'Much applicable'. The following table shows responses to the statements.

Table 3.5: Students' Experiences during the Course

	Statements	Not applicable	Hardly applicable	Just applicable	Much applicable.
a	Finance was a major problem during the course.	29.3	28.9	14.2	23.0
b	Finding time to read or do assignment was a major problem.	13.0	17.2	23.8	42.7
c	Understanding the course contents proved to be difficult	9.6	7.1	15.5	64.4
d	Having to cope with family demands was a major problem.	10.0	15.9	18.8	49.8
e	I found it difficult to find time for social engagements.	32.6	18.8	15.5	29.7
f	My family members helped reduce my house chores	34.7	18.8	16.7	22.6
g	My course lecturers were easy to meet and discuss with.	51.0	27.2	9.2	8.8

h	My mates in the various courses were of much help.	44.4	28.9	13.4	8.4
i	It was easy finding money to pay for registration and books.	24.7	32.6	20.9	18.0
j	I found the course work easier than I had thought.	29.3	28.5	25.5	13.4
k	There were times when I thought of giving up due to problems.	11.7	14.2	13.0	56.5
l	My family members were not of much help during the course.	9.2	12.1	12.6	61.5
m	But for my spouse, I would have given up.	20.5	10.9	9.2	51.9
n	My children helped me in several ways during the course.	28.9	14.2	11.3	37.2
o	Members of my extended family helped me in several ways.	26.8	13.0	19.2	35.1
p	Having to read so much for the course was a great problem.	14.2	14.2	17.2	51.0
q	I didn't have enough time to read the many course books.	13.4	12.1	20.9	50.2
r	A lot of the course books was difficult to understand.	6.7	10.9	21.8	56.5
s	I would have preferred more lectures and fewer course books.	22.2	19.2	18.4	35.6
t	Many times I needed someone to help explain the course books.	17.2	22.2	25.9	31.8

Items for which responses were clearly positive or clearly negative have their relative percentage weightings in bold figures. From these twenty items, some of which are similar while some indeed seek to reconfirm earlier presented ones, it is possible to arrive at the following deductions:

- a. Having to read through, and obtain a thorough grasp of, the course books is perhaps the greatest problem that the students complained about. Consistently, in all the items dealing with reading, (e.g. b, c, p, q, r, s, t)

students indicated that their greatest problems lie with reading, understanding, finding the time to read, etc., as the most highly rated option for each item is 'much applicable'.

- b. While in most cases, the students' spouses and children were of much help during the course (see item m, n) other members of the family (and of the extended family) were not particularly helpful. (Responses to items i. and o, which seem to contradict each other, might indeed be complementary).
- c. Family members were not of much help when it comes to doing household chores which were not much reduced by family members (compare d and f).
- d. Most students didn't have much distraction from social engagements. (item e).
- e. While finance might not be very easy to come by, this in itself is not too much of a problem (compare items a and i.).
- f. It would appear that course tutors have not been particularly approachable, nor were the mates of much help. (see items g and h).

The implications of these and related findings will be discussed later.

The Computer and the Internet

In the last section of the questionnaire are items designed to elicit responses from the subjects through which their awareness and use of the computer and the Internet could be evaluated. These two very versatile instruments, in particular the latter, are fast becoming the chief tools for distance learning. Indeed, with the trend of things, it would be virtually

impossible for any student to function effectively without a good mastery of them.

The first item in this section asks students if they have ever seen a computer. Predictably, some 97.5% of them answered affirmatively while only 1.7% stated that they had never. Two persons, i.e. 0.8% skipped this item. In response to the item asking if they have ever learnt to use a computer, some 72.8% responded in the affirmative, while 25.9% said they had never done so, and three, i.e. 1.3% skipped the item. Next is the item asking the subjects if they now use a computer to which 58.2% responded affirmatively, while 39.7% said they do not use a computer and five of them, i.e. 2.1% skipped the item.

To the item asking them if they own a computer, a total of 53.6% said they do, while 45.6% said they do not own one, and 2 (0.8%) skipped the item. This sounds like good news, but then when they are asked in the next item 'If you own one, how well do you use a computer?', a total of 52 respondents, i.e. 21.8% skipped the item, while 51.5% said they do not use it at all, and only 26.8% admitted that they use it to some extent. From this we can say that in reality, not very many of them have the skill to operate a computer, even if they own any.

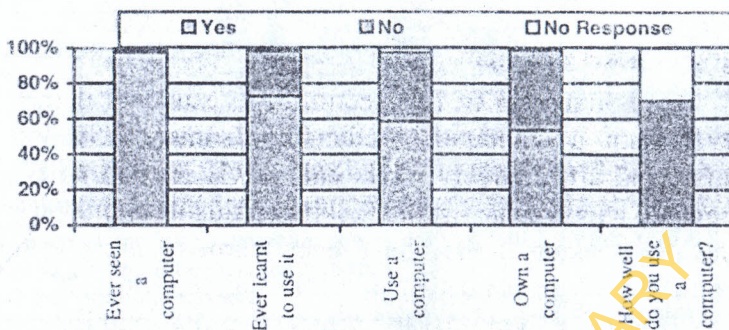


Fig. 3.1: Responses Regarding Students' Knowledge and Use of Computer

The first item relating to the Internet seeks to discover if they know what the Internet is. To this, a total of 86.2% said they do, while 10.9% said they don't and the remaining 2.9% simply skipped the item. On the question, 'Are you connected to the Internet?', some 47.3% said they were, while 50.6% said they were not, and the remaining 2.1% skipped the item. On the next question, which asks if they have any access to Cyber Café where they can access the Internet, a surprisingly high number, 70.3% said they do, while 25.1% stated that they don't, and the rest 4.6% skipped the item. To the item asking them if they do use the Internet, 54.4% said they do, while 40.2% said they do not, and 5.4% skipped the item. Thus far, the responses are fairly encouraging. The next items are actually more of tests, designed to enable researchers get at the real truth.

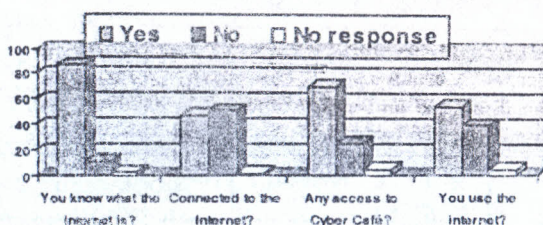


Fig. 3.2: Responses to Items on the Internet

To the item asking respondents to show how correct the statement 'To be connected to the Internet, all that one needs is the computer', the following emerged: 7.9% gave no response, 38.5% stated that the statement was wrong, 13% said it was partially correct, 22.6% said it was correct, and 18% said it was very correct. From this, it is almost clear that most of the respondents do not really know what the Internet is. Other items in this section go further to reinforce the view. Table 3.6 sums up all the items relevant to this test-like area.

Table 3.6: Respondents' Knowledge of what the Internet is

Statements	No response	Wrong	Partially correct	Correct	Very correct
To be connected to the Internet, all that one needs is the computer.	7.9	38.5	13.0	22.6	18.0
One can be connected to the internet through the television set	10.5	11.7	7.9	10.9	59.0
It allows a user to gain access to materials from various other countries.	5.9	90.0	2.5	1.7	0.0
From the Internet, one can learn so much from authorities round the world.	6.3	88.7	2.5	1.7	0.8
Music is the predominant thing one gets from the Internet.	8.4	5.9	5.0	18.0	62.8

The Internet is a cheap source of watching films.	9.2	10.9	10.5	32.8	36.8
A learner can download and copy some written materials from the Internet.	6.3	78.2	6.3	6.7	2.5
Most of the programmes on the Internet are on pornography.	13.4	8.8	7.5	25.5	44.8
It is possible for UI Distance Learning Centre to put my lectures on the Internet rather than print course books.	6.3	40.2	18.8	17.6	17.2
It is possible for UI Distance Learning Centre to direct me to get more information from the Internet.	7.1	54.8	18.8	13.4	5.9

One does not need any sophisticated analysis of the data here to arrive at the conclusion that the respondents here know very little about the Internet. In virtually all cases, their responses demonstrate the exact opposite of what is correct. What the respondents are affirming are that:

- a. all that one needs to be connected to the Internet is the computer,
- b. one could be connected to the Internet through a television set,
- c. one cannot obtain materials from other lands through the Internet,
- d. one cannot have access to materials from other countries through the Internet,
- e. music is the major thing one gets from the Internet,
- f. the Internet is a cheap source of watching films,
- g. a learner cannot download and copy materials from the Internet,
- h. most of the programmes on the Internet are on pornography,

- i. the UI DL centre cannot put learning materials on the Internet, and that
- j. UI DL Centre cannot direct learners to get more information from the Internet.

Each of the responses is a sad revelation of the degree of students' ignorance about the Internet. This is a finding that has far-reaching implications for future plans from the policy makers.

Summing Up

In this chapter, it was found that most respondents are mid-aged women, most are married and are parents. Most are NCE holders, but not all are teaching or working, as yet. Those of them who have to combine work with motherhood and studies do not have any noticeable problem in coping.

The respondents do demonstrate that they were motivated for the programme mainly by cogent factors, such as are strong enough to impel them through the ups and downs of the programme. In striving through the programme itself, the major problem that the respondents report is with having to read the major course materials. This is not particularly surprising, given the fact that Ayodele (1983), like several other scholars who have worked on reading comprehension and reading efficiency, found that most Nigerians find reading difficult, and that indeed educated Nigerians have a poor culture of reading. Family members and even course lecturers are not much supportive, although spouses are. Obtaining the funds for the course was rather problematic although not sufficiently serious as to stop students from the course.

From responses to the items on the computer, one would assume that the respondents know so much about computers and indeed possess their personal systems. They report

BAPTIST NURSERY AND PRIMARY SCHOOL,
UNIVERSITY OF IBADAN,
SCHOOL REPORT FOR THE MONTH OF MAY, 2010 BY
THE HEADMASTER

I am very delighted to report to the SMB the activities of the School for the Month of May, 2010.

01. RE: - SCHOOL FEES FOR 3RD TERM 2010.

The School fees drive exercise started on Tuesday 18th May, 2010 and was tentatively stopped on Friday 21st May, 2010. To this effect, out of 388 pupils in the School, 283 have paid their School fees for 3rd term 2009 / 2010 academic session.

02. RE: - 14TH ANNUAL INTER-HOUSE SPORTS
COMPETITION

To the glory of God Almighty, the 14th Annual Inter-house Sports Competition was held on Tuesday 11th May, 2010 and the competition was successful.

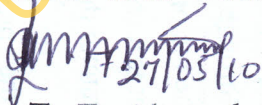
03. RE: - MRS. O. I. DADA (CLASS TEACHER PRY 4B)

In respect of the above named member of Staff, she brought a letter dated 3rd May, 2010, requesting for maternity leave. I therefore report her case to the Management.

04. ACKNOWLEDGEMENT

The Headmaster, School Accountant and Computer Teacher express our profound appreciation to the School Management Board for the completion and the occupation of the New Administrative Block by the Administrative Staff, may the Good Lord continue to empower the SMB.

Thanks and God bless.



Mr. T. T. Akande
Headmaster

knowing so much about the computer, that they have learnt to use the machine, that many of them possess it, etc. However, responses to the items set on the Internet clearly belie these claims. Respondents clearly display an unmitigated ignorance about the facility called the Internet to such a degree that one is left in no doubt that most of them do not know what the Internet is, what it is capable of doing, how one can learn from it, etc.

All these findings would have far-reaching implications, which are discussed in the conclusions and recommendations.

UNIVERSITY OF IBADAN LIBRARY

Effectiveness of the Products since the Inception of the Programme

Graduates' Attitude to Work after Acquiring the new Qualification

In this chapter, the effectiveness of the distance-learning programme on the products since the inception of the programme is presented. The questionnaire used in collecting data in respect of this was in three parts. The first part sought to evaluate graduates' attitude to work before and after acquiring the new qualification. The second requested the respondents (the principals or vice principals of the subjects involved) to report on the extent to which the person on whom they were reporting could be compared with others in the school who had not gone for the training programme. The third part of the questionnaire requested the respondents to indicate the extent to which the person on whom they were reporting could also be compared with himself/herself before and after attending distance-learning training.

The findings from the first section, which was mainly on graduates' attitude to work before and after acquiring the new qualification, are presented in table 4.1 below.

Table 4. 1: Responses to Items on Graduates' Attitudes to Work

S/N	STATEMENTS	SA	A	D	SD
	FREQUENCY AND PERCENTAGE	%	%	%	%
1.	He devotes all his attention to his work.	21 (36.8%)	35 (61.4%)	1 (1.8%)	-
2.	He feels a sense of pride in his work.	21 (36.8%)	33 (57.9%)	1 (1.8%)	2 (3.5%)
3.	He feels comfortable to introduce himself as a teacher to people in different professions.	26 (45.6%)	28 (49.1%)	3 (5.3%)	-
4.	He does not care to cover the syllabus.	3 (5.3%)	2 (3.5%)	29 (50.9%)	23 (40.4)
5.	He uses a lot of materials when teaching.	8 (14.0%)	36 (63.2%)	8 (14.0%)	5 (8.8%)
6.	He always makes his classroom interesting	18 (31.6%)	35 (61.4)	4 (7.0%)	-
7.	He does not wait for his students to call him for lessons.	22 (38.6%)	29 (50.9%)	3 (5.3%)	3 (5.3%)
8.	He is very regular in the class.	23 (40.4)	26 (45.6%)	4 (7.0%)	1 (1.8%)
9.	He does not allow students to ask questions in the class	1 (1.8%)	2 (3.5%)	25 (43.9%)	26 (45.6%)
10.	Many learners find it difficult to understand what he teaches.	1 (1.8%)	2 (3.5%)	26 (45.6%)	25 (43.9%)
11.	Most learners consider his subject very easy.	7 (12.3%)	34 (59.6%)	13 (22.8%)	3 (5.3%)
12.	He is very strict about attendance in class.	10 (17.5%)	42 (73.7%)	2 (3.5%)	3 (5.3%)
13.	He finds his work highly challenging.	17 (29.8%)	36 (63.2%)	1 (1.8%)	3 (5.3%)

14.	He gives learners tests in his subject regularly.	13 (22.8%)	41 (71.9%)	3 (5.3%)	-
15.	He fills the school records regularly.	22 (38.6%)	31 (54.4%)	4 (7.0%)	-
16.	He gives homework regularly.	8 (14.0%)	43 (75.4%)	3 (5.3%)	3 (5.3%)
17.	He prepares good lesson notes regularly.	20 (35.1%)	33 (57.9%)	4 (7.0%)	-
18.	He loves his profession so much.	25 (43.9%)	28 (49.1%)	1 (1.8%)	3 (5.3%)
19.	He submits lesson notes promptly.	20 (35.1%)	34 (59.6%)	3 (5.3%)	-
20.	He regularly prepares good learning aids.	7 (12.3%)	40 (70.2%)	5 (8.8%)	1 (1.8%)
21.	His methods of evaluating students' work are good and appropriate.	18 (31.6%)	36 (63.2%)	3 (5.3%)	-
22.	He is adequately accessible to students' during office hours or after the class.	18 (31.6%)	36 (63.2%)	3 (5.3%)	-
23.	Students are allowed to participate in class discussions	20 (35.1%)	33 (57.9%)	1 (1.8%)	3 (5.3%)
24.	Students do not find his subject intellectually challenging and stimulating.	1 (1.8%)	3 (5.3%)	25 (43.9%)	25 (43.9%)
25.	He ensures that in each lesson students learn something considered very valuable.	13 (22.8%)	41 (71.9%)	3 (5.3%)	-
26.	He is dynamic and energetic in teaching the subject.	20 (35.1%)	34 (59.6%)	3 (5.3%)	-
27.	His style of teaching does not enhance students' interest.	1 (1.8%)	3 (5.3%)	24 (42.1%)	25 (43.9%)
28.	His learning aids are well prepared and carefully	9 (15.8%)	41 (71.9%)	4 (7.0%)	3 (5.3%)

	explained.				
29.	Objectives are not well stated in his lesson notes.	2 (3.5%)	3 (5.3%)	27 (47.4%)	22 (38.6%)
30.	He marks and distributes homework/ assignments in time.	7 (12.3%)	40 (70.2%)	5 (8.8%)	1 (1.8%)
31.	He reads academic journals and other periodicals related to his disciplines	12 (21.1%)	35 (61.4%)	5 (8.8%)	1 (1.8%)
32.	He reads book related to his discipline regularly	17 (29.8%)	37 (64.9%)	1 (1.8%)	2 (3.5%)
33.	He reads newspapers and magazines regularly.	9 (15.8%)	32 (56.1%)	10 (17.5%)	6 (10.5%)
34.	He regularly reads books of general interest.	12 (21.1%)	35 (61.4%)	5 (8.8%)	5 (8.8%)
35.	His discussions show clearly that he is very academic.	21 (36.8%)	33 (57.9%)	2 (3.5%)	1 (1.8%)
36.	At staff meetings, his contributions are scholarly.	20 (35.1%)	32 (56.1%)	3 (5.3%)	1 (1.8%)
37.	He is always concerned about the academic development of learners.	21 (36.8%)	30 (52.6%)	1 (1.8%)	1 (1.8%)
38.	He always reads well in advance for meetings and discussions	11 (19.3%)	36 (63.2%)	5 (8.8%)	1 (1.8%)

From this table, it is obvious that the graduates' attitude to work after acquiring the new qualification is highly positive – very encouraging. To virtually all the items, the respondents report favourably on the graduates; each item shows that the graduates know what it takes to be effective at work and are putting in their best to ensure that positive results are achieved. The headmasters'/headmistresses' (or other bosses') responses, generally speaking, show that there is a clearly positive attitude to work after completing the distance-learning

programme. In this section, results are globally considered, with references made to just a few results in the table to buttress the points being made.

The first item is illustrative of the point being made about the highly positive attitude of the graduates. In response to the statement, "He devotes all his attention to his work", 36.8% of the respondents strongly agreed and 61.4% agreed to the statement while only 1.8% of the respondents disagreed. Thus 98.2% of the respondents clearly agreed that the products of the distance-learning programme devoted all the attention to their work. This proves that the programme has been effective.

Another item that is particularly illustrative is item six – "He always makes his classroom interesting." For this item, 61.4% of the respondents agreed with the statement, and 31.6% strongly agreed, while only 7.0% disagreed. Thus 93% obviously agreed that the products of the distance-learning programme always made their classroom interesting. Thus most of the graduates contributed meaningfully to an effective learning in the classroom.

Item ten, "Many learners find it difficult to understand what he teaches", is one of the negative statements in the table, which is considered particularly illustrative of the point being made. For this item, 43.9% expressed strong disagreement, while 45.6% disagreed, and only 3.5% and 1.8% indicated their agreement and strong agreement. This is thus saying that 89.5% disagreed that many of the pupils taught by graduates of the distance learning programme found it difficult to understand what they were taught in the class. This is saying that pupils do not generally find their teachers who are graduates of the DL difficult to follow, a highly commendable observation.

Another important one is item twenty-three – "Students are allowed to participate in class discussions". The result

shows that 5.3% and 1.8% of the respondents expressed strong disagreement and plain disagreement with the statement, while 57.9% expressed agreement and 35.1% expressed strong agreement to the statement. Thus, a total of 93.0% of the respondents claimed that when the products of the distance-learning programme were teaching, they allowed their students to participate fully in the lesson. This is another strong plus for the graduates of the programme.

Going through the results of the other statements in this section, it can be affirmed that the trend is generally positive. Almost throughout, the responses are the same. The conclusion, therefore, is that the distance-learning programme of the University of Ibadan has been very effective. The products, after acquiring the new qualification, perform very well in class.

The focus is now on the second section of the questionnaire, where the respondents (mostly headmasters and headmistresses) were requested to indicate the extent to which the DL graduates could be compared with others that had not gone for the programme. This is to further enable us ascertain the degree of effectiveness of the training programme. Table 4.2 presents the responses.

Table 4.2: Heads' Responses in Respect of the DL Graduates Compared with Other Teachers from Other Programmes

	STATEMENTS	Better Than Others	Just As Good As Others	Worse Than Others
a.	In Class teaching.	25 (43.9%)	29 (50.9%)	3 (5.3%)
b.	Punctuality to work.	17 (29.8%)	37 (64.9%)	3 (5.3%)
c.	Attitude to work.	25 (43.9%)	29 (50.9%)	3 (5.3%)
d.	Dressing.	15 (26.3%)	39 (68.4%)	3 (5.3%)

e.	Human relations	19 (33.3%)	34 (59.6%)	4 (7.0%)
f.	In Games and sports.	8 (14.0%)	44 (77.2%)	2 (3.5%)
g.	In Co-curricular activities.	17 (29.8%)	36 (63.2%)	1 (1.8%)
h.	In PTA activities.	7 (12.3%)	44 (77.2%)	2 (3.5%)
i.	In Intellectual activities.	24 (42.1%)	29 (50.9%)	4 (7.0%)
J.	As Role models to pupils.	25 (43.9%)	28 (49.1%)	4 (7.0%)

Throughout the entire ten items, without an exception, the graduates of the DL are rated very favourably in comparison with others from other institutions. Thus, it can be affirmed that in all areas tested, from punctuality and dressing to class teaching and extra-curricular activities, the DL graduates are rated in most cases above others. There is not one item in which other graduates are rated above the University of Ibadan DL graduates. It can therefore be concluded that on the basis of these findings the training has been effective. The results are further illustrated in the next chart.

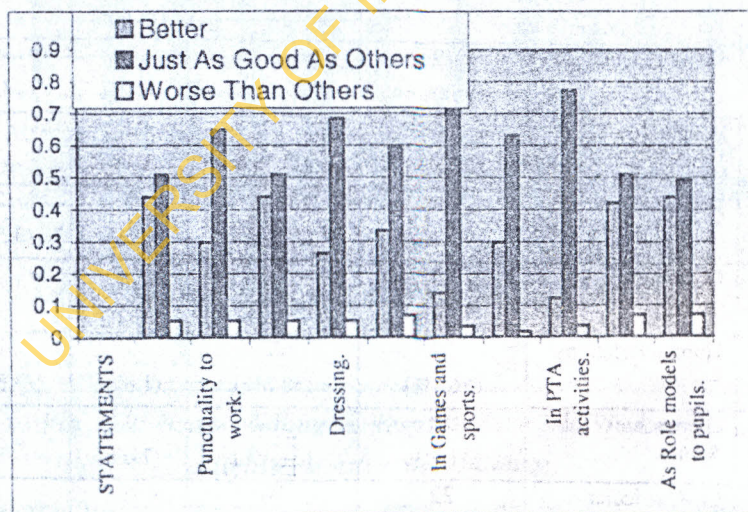


Fig. 4.1: Heads' Ratings of UI.DL Graduates Compared with Other Teachers

The chart clearly illustrates that for each of the ten items, the rating for the DL graduates is favourable.

The last section of the questionnaire requested the respondents to report the extent to which the person compared with himself *before* and *after* attending distance-learning training. In other words, the school heads were expected to assess the products as to whether he/she (the graduate) was better than, just as good as, or worse than, he/she was before the training. Some respondents did not respond to some of the items. This explains why there are four columns in the next table. The results are presented in terms of frequency and percentages in table 4.4 below:

Table 4.4: Heads' Ratings in Respect of the DL Graduates Before as Against After the Training

	Statements	Is Better Than Before The Training	Just As Good As He Was Before The Training	Worse Than Before The Training	No Response
A.	Class Teaching.	49 (86.0%)	3 (5.3%)	1 (1.8%)	4 (7.0%)
B.	Punctuality To Work.	36 (63.2%)	19 (33.3%)	2 (3.5%)	--
C.	Attitude To Work.	42 (73.7%)	12 (21.1%)	1 (1.8%)	2 (3.5%)
D.	Dressing.	25 (43.9%)	29 (50.9%)	3 (5.3%)	--
E.	Human Relations.	32 (56.1%)	22 (38.6%)	1 (1.8%)	2 (3.5%)
F.	Games And Sports.	18 (31.6%)	35 (61.4%)	4 (7.0%)	--
G.	Co-Curricular Activities.	22 (38.6%)	30 (52.6%)	5 (8.8%)	--
H.	Pta Activities.	23	30	4	--

		(40.4%)	(52.6%)	(7.0%)	
I.	Intellectual Activities.	45 (78.9%)	9 (15.8%)	1 (1.8%)	2 (3.5%)
J.	Role Models To Pupils.	40 (70.2%)	12 (21.1%)	1 (1.8%)	4 (7.0%)

It is clear from the table that the heads' ratings are highly positive in respect of each of the ten items. This is affirming that the heads rate the graduates better after the training than before it. It can thus be affirmed that the training has been particularly useful in promoting efficiency. The next chart illustrates the highly positive ratings.



Fig. 4.2: Heads' Ratings in Respect of the DL Graduates
(Before vs. After the Training)

In conclusion, attempts have been made in this chapter to establish the bosses' ratings for the distance-learning graduates. In all, the ratings from headmasters and

headmistresses who supervise the DL graduates at work have been highly positive and encouraging. This tends to demonstrate that the training programme has effectively groomed them such that school authorities can vouch for them. Moreover, it has also been established in this study that when the graduates were compared with others that had not gone for the training, there was a marked difference between the two categories. It was established that those who have gone for the training excel in the results on all the items in section two of the questionnaire. Finally, when the products were compared with themselves in all the items, it was obvious that they proved their mettle after acquiring the new qualification. The programme in these respects has been highly successful.

Factors Promoting or Hindering Performance of DLC Students in Various Courses

This chapter addresses the various factors perceived to promote or hinder the performance of DLC students in the various courses offered in the programme. Using the Key Informant Interview (KII) method, information was gathered from a total of seventy-five (75) students, whose admission years ranged from 1988 to 2002, thus indicating that both former and current students were included. This is the only aspect of the study that necessitated meeting the respondent on a face-to-face, one to one basis. A look at Table 5.1 shows that the year of admission with the largest number of students for the schools sampled was 1998 with a record of 15 students, followed by 1988 with a total number of 14 students while year 1990 ranked third with 11 students. While we did not have the year 1999 represented in the random sampling, of the current students, only 5 for the year 2000 were seen, 1 for the year 2001 and 2 for the year 2002.

Table 5.1: Distribution of Students by year of Admission

YEAR	NUMBER COVERED	RANK ORDER
1988	14	2 nd
1989	07	4 th
1990	11	3 rd
1991	04	6 th
1992	01	13 th
1993	04	6 th
1994	04	6 th
1995	03	9 th
1996	03	9 th
1997	03	9 th
1998	15	1 st
1999	NIL	15 th
2000	05	5 th
2001	01	13 th
2002	02	12 th
TOTAL	75	

In reporting the range of courses by the students, it must be mentioned that many of the respondents wrote just one of the courses they considered their major teaching subject, e.g. Language Arts instead of writing their admitting department along with their teaching subject, e.g. Teacher Education / Language Arts. The implication of this is that it is the admitting department that is actually recognized and not so much the collaborating Department where the teaching subject is picked.

For example, in the scenario mentioned earlier, at graduation it is those graduating from the Department of Teacher Education that will be called upon for recognition and not those from the Department of Language Arts. Candidates

in the Department of Teacher Education can pick their teaching subjects from a number of collaborating Departments, but it is the Teacher Education Department that is the responsible departments for all such students and it is the Department of Teacher Education that will compile the results of the students from the various collaborating Departments.

Consequent to the above, correct information on a number of respondents was lost, but the clear ones that can be garnered from the information given are represented in Table 5. 2.

Table 5.2: Table Showing Respondents' Courses by the Admitting Department

DEPARTMENT	NUMBER INVOLVED	RANKING
1. Teacher Education	14	2 nd
2. Human Kinetics and Health Education	02	6 th
3. Library, Archival and Information Studies	04	4 th
4. Guidance & Counselling	17	1 st
5. Educational Management	04	4 th
6. Adult Education	14	2 nd
TOTAL	55	

From Table 5.2, it could be inferred that the Guidance & Counselling department appears to be the most sought after department ranking first with the highest number found among the random respondents. This is followed by the Teacher Education department while the Adult Education Department ranked 3rd in popularity of choice. The Department of Library, Archival and Information Studies as well as the Educational

important necessity. This is why the finding of this study which showed the Department of Adult Education and Community Development ranking third is cheering news, since this shows that quite a sizable number of students have not only realized the importance of this course, but will very likely be available to service Adult Education and Community Development necessity of the Nigerian nation.

Since good school management is a positive school climate promoting variable and consequently an important contributing factor to student performance, one would have wished the number of DL students who have pursued or are pursuing training in Educational Management were many more than those seen. If it is also remembered that quite a number of the DL graduates will become principals and vice-principals in no distant time, then the import of the earlier wish would be appreciated. This same wish goes for Library, Archival and Information where only four out of the 55 respondents were found to be from that department.

Reasons for Opting for the DL Programme

The respondents were asked to elucidate on why they opted for the DL programme, instead of the regular programme. The various reasons given fall into three major categories and these are namely:

1. *It made possible the combination of study and maintenance of regular employment.* A total of 57 respondents – the highest number recorded – gave this as their reason for opting for the DL programme. This is not a surprise because the economy of the country appears not to allow a situation where many people could go to school without some form of self-financial support. Money is needed to pay tuition, purchase

various types of reading materials, surf the web, word-process assignments, etc. Many times, students enrolled in the DL programme are usually people responsible for spending money on the schooling of their children and relatives, or are involved in the upkeep and maintenance of their aged parents or such other dependants. To cope with all the just mentioned financial responsibilities and still access education for self-development it is needful to combine regular employment with schooling. Any educational arrangement that will thus make this possible will no doubt be an option to embrace.

2. *The second reason that came out prominently is that the DL permitted attendance to marital responsibilities.* This reason, which was mentioned by 13 of the respondents, is indicative of the fact that some of the married respondents treasure their marital status and its consequent responsibilities and would not wish to shirk this responsibility. They would therefore, in their pursuit of academic development, embrace an option that does not demand their sacrificing this development at the altar of their alertness or attendance to their marital responsibilities.
3. *The third reason for the preference of the DL programme over the regular programme is that of age.* Though only 5 of the respondents mentioned this reason, it is nevertheless significant, since the mean age of the DL students, which is about 34.5 years, is much higher than that of the students running the regular programme. Thus, for those who could not access degree programme at a young age, the DL option is the answer.

Perceived Factors Promoting Academic Performance of DL Students

Analysis of the responses finally revealed 5 major categories of reasons. Let it be mentioned from the outset that though 75 respondents took part in this evaluation study, the cumulative figure of the 5 categories of reasons will exceed 75 because respondents were permitted to mention more than one reason. The 5 categories are:

a. *Maturity of DL Students borne out of their working experience*, leading to their commitment to and discipline on their work. This is the view of 39 of the respondents. Commitment to any duty one is engaged in can be an important ingredient in the achievement of success in that endeavour. A person who is committed to a cause will not find it difficult to impose on the self the necessary discipline demanded by the endeavour so as to make a success at it. The respondents appear to be saying that since majority of them are mature students, they are able to commit themselves to the demands of academic excellence. They are thus able to discipline themselves – attending classes punctually and regularly, doing their assignments promptly, not wasting time unduly, etc. – and thereby reaping the fruit of enhanced academic performance.

b. The second, high-ranking reason promoting academic performance of DL students is *availability of learning materials such as relevant textbooks, handouts and other learning facilities*. This factor was mentioned by 34 of the respondents. The place of learning materials in the promotion of academic excellence cannot be over-emphasized. Textbooks which are relevant, and which are found at appropriate times are good supplements to the classroom teaching-learning

- enterprise and are truly academic excellence promoting.
- c. Twenty-five respondents said *the programme gives room for workers to pursue their study* since fund is readily available, from salary earned, coupled with employers' support. Funding is an essential component of academic success. A student without funds and who has not paid the required tuition fees cannot be allowed to register and attend lectures. Books, handouts and other learning materials, which serve as supplement to lectures, are purchased with funds. It is therefore no little surprise that DL students, recognizing the important role of funds in academic development, link their access to fund to the fact that they are salary earners – an arrangement easily accommodated by the nature of the DL programme. Also in a situation where a student receives support from a significant other – and in the case of DL students, their employers – success or good performance is the result.
- d. *Good teaching system where tutorials are well arranged* with a good course plan arrangement in a good environment is the factor ranked third by 17 of the respondents as a factor promoting their academic performance. Academic excellence will thrive very well in an environment with a good teaching system and a good course plan. Also, tutorials help students' understanding of course lectures because at tutorials, students have a chance of having the lecture clarified. Besides, students are met at their own level and the students exercise less inhibition in asking questions, making contributions and arguing intellectually among themselves. The fact also, that the tutorial classes are not large, promotes interaction and facilitates learning.

- e. *Personal interest borne out of motivation to learn for self improvement*, supported by spouses who encourage participation in the programme was a factor mentioned by 15 of the respondents. Interest in something can serve as a motivating factor for the achievement of that thing. When motivation has both intrinsic and extrinsic dimensions, then success at the object of motivation is highly enhanced.

Factors That Generally Hinder Performance of DL Students

Though the DL students adjudged a number of factors as enhancing their performance, they also identified the fact that their performance could have been better, but for some factors that served as hindrances to their performance. These identified factors, which fall into four major categories, are discussed below.

1. *Inadequate time for study, occasioned by demands of office work, family responsibilities as well as clashes with the regular programme* was a major source of hindrance mentioned by 29 of the respondents. Though, the opportunity to have regular employment and earn salary, which make fund available for the financial demands of the programme, was earlier seen as an enhancing factor, the other side of that coin is hereby being presented. The employment itself has its own demands – regularity at work, punctuality to work, doing the work properly, giving time and attention to the work, closing late from work, etc.

The married state, which was identified earlier as a potent attribute conferring maturity on DL students, with the maturity seen as an enhancing factor, is now

being identified as an inhibition. The need for the many married students to address family responsibilities like child caring, home keeping, etc., eat into the time that could have ordinarily been used for studying. This thus constitutes for the DL students a hindrance to their academic performance.

2. *Expensiveness of the programme* was another factor that was considered a hindrance to performance. Not less than 28 of the respondents complained of the high cost of the course (materials they must buy, accommodation to rent during the contact periods and examination times, etc.)
3. Twenty-seven respondents identified *lecturers' problems* as a factor of hindrance to performance. These lecturers' problems are said to be manifested in lack of teaching experiences, ineffective communication, undue strictness, negative attitude of some lecturers towards DL students (treating them as if they are second class citizens).
4. The fourth factor of hindrance identified is *lack of incentive or encouragement by government and other employers of labour*. The students think that the fact their status does not change early enough after completion of the course is discouraging and disheartening. A number of them said that when they think that they may not soon have value for the efforts, money and energy they are putting into the programme, they at times feel like not studying and this is a potential hindrance to performance.

Comparison of the Learning Exposure of DL Students and Regular Programme Students

When asked if the DL students have better learning exposure than the regular students, the response on the average is in the affirmative. The various reasons, which were advanced for the response, include:

- i. Sense of maturity improves DL students' performance.
- ii. DL students have more opportunity for tutorial classes and library consultation.
- iii. Since DL students combine formal and informal learning, the knowledge they gain from the informal setting gives them better exposure.
- iv. DL students have more opportunity for tutorial classes.
- v. Since most DL students had acquired the NCE or the diploma programme before pursuing the degree programme, they are better exposed than the regular students who have not had the mentioned advantage.
- vi. The maturity of the DL students makes them better able to approach the lecturers and have better personal interaction with them.

Since, in situations like the question under consideration, there will be different shades of opinion, a few respondents believe the regular programme students have better learning exposure. They hang their reason on the fact that the employment, which DL students engage in, reduces their learning exposure. Yet some of the respondents are of the opinion that both regular programme and DL students have equal learning exposure.

Effect of Nursing Care Practice on Nursing Mothers' Academic Performance

It was observed that some DL students were nursing mothers bringing their babies to class. This evaluation study sought to find out the effect this practice has on the academic performance of such students. Majority of the respondents – fifty-seven of them – said that they do not believe that the nursing mothers had any problem concentrating in class and that bringing babies to class had little or no effect on the nursing mothers' academic performance. In fact, ten of the respondents said that nursing mothers are more serious with their studies than non-nursing students. If a person knows that there is something legitimate (as is the case of taking care of one's baby) competing with one's study and now spends some more time, energy and effort on the study (as is the case with nursing mothers being more serious than non-nursing mothers), then it can be said that nursing mothers value education.

Perceived Effect of Marital Status on Academic Performance of DL Students

The evaluation sought to find out the effect of marital status on the DL students' academic performance. A look at Table 5.3 shows that while 29 respondents believe that single students perform better than married students, 16 respondents think that married students perform better and 24 are of the opinion that the marital status has no negative effect on the academic performance of the married students.

Table 5.3: Perceived Effect of Marital Status on DL Students' Academic Performance

ITEM	NO. OF RESPONDENTS
1. Single students perform better than married students	29
2. Married students perform better than single students	16
3. Marital status has no effect on academic performance	24

Aspects of Lecturers' Performances Admired Most

When asked to comment on the aspects of the lecturers' performances admired most, and why, the response that ranked first is *the mode of lecturing adopted by the lecturers*. The students saw the lecturers as good teachers who took time to assess the difficulties of their students and bring their lectures down to the level of their students. It was thus easy for the students to assimilate what was being taught and develop interest in the various courses. A look at Table 5.4 reveals 7 other aspects identified by students. The students admired the lecturers' devotion to duty, an attribute which might have been further expressed in the students' admiration of the punctuality of their lecturers at lectures. The students also admired the good interpersonal relationship shown them by the lecturers who give them the respect due to their persons, and who created no undue distance between them (lecturers and students) thus making it possible for them (students) to approach them (lecturers) without any intimidation to request for further help on academic matters outside of the lecture schedules.

Table 5.4: Aspects of Lecturers' Performance Admired Most

ASPECTS	FREQUENCY OF RESPONSE
1. Mode of lecturing	26
2. Devotion to duty	19
3. Good interpersonal relationships	18
4. Punctuality at work	09
5. Mastery of subject matter	07
6. Leadership attribute	05
7. Making study materials available	05
8. Close interaction and explanation during tutorials	06

The same data are presented graphically below:

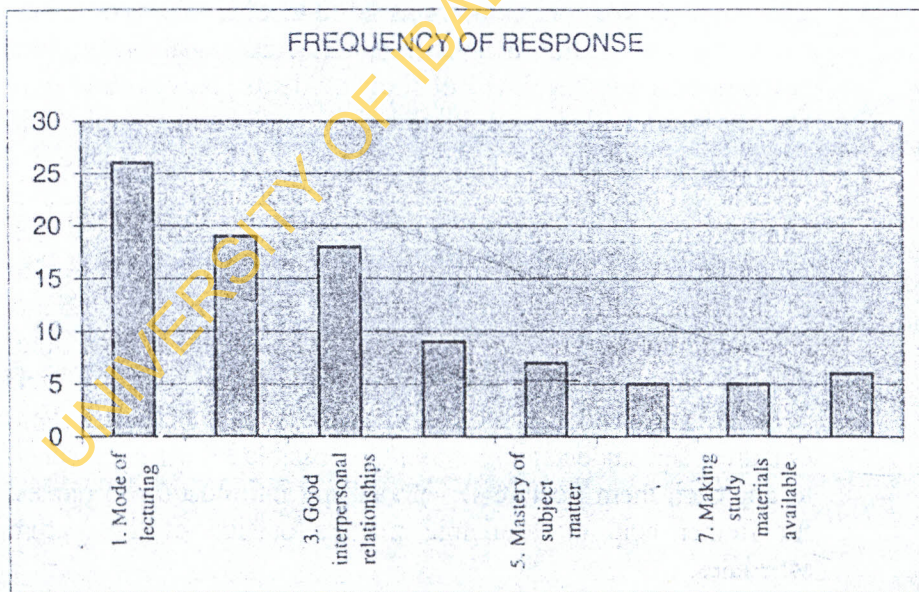


Fig. 5.1: Aspects of Lecturers' Work Most Admired by Students

Note was made by the students of lecturers' mastery of subject matter though one would have expected that many more respondents than the seven seen on Table 5.4 would have commented on this aspect. However, sight should not be lost of the fact that the students also admired the quality of close interaction and explanation during tutorials as well as the making available of study materials – aspects which also definitely deal with content mastery.

The final aspect identified by the students as admirable is the leadership quality demonstrated by the lecturers. This is noteworthy. Lecturers, who realize that education goes beyond just content issues, but that the socio-psychological dimension of learners must be adequately covered, will have positive impacts on students.

Aspects of Lecturers' Performance not Admired

Table 5.5 gives an insight into the aspects of the lecturers that the DL students do not admire. Thirteen of the respondents criticize the irregularity of some of the lecturers to class. This aspect has the highest frequency of mention. This criticism is surprising because devotion to duty and punctuality at work were aspects, which according to Table 5.4, had been glowingly praised in the lecturers. However, it should be noted that; (i.) the frequency of mention of this non-admirable aspect is not as high as the devotion to duty and punctuality to work attributes mentioned in Table 5.4. Since all the lecturers are not all punctual and devoted to their duty, those that do not make the scoring of 100% possible must be identified; (ii) punctuality is the aspect admired, irregularity is the aspect criticized. It is possible that those who were regular were also punctual, while those who were not punctual were actually irregular to classes.

Table 5.5: Aspects of Lecturers' Performance Criticized by DL Students

ITEM	NO. OF RESPONDENTS
1. Irregularity of lecturers	13
2. Negligence of student truancy	08
3. Selling of handouts by lecturers.	12
4. Nothing to criticize	05
5. Lecturers' prejudice towards DL students	03

The same information is presented graphically in the following chart.

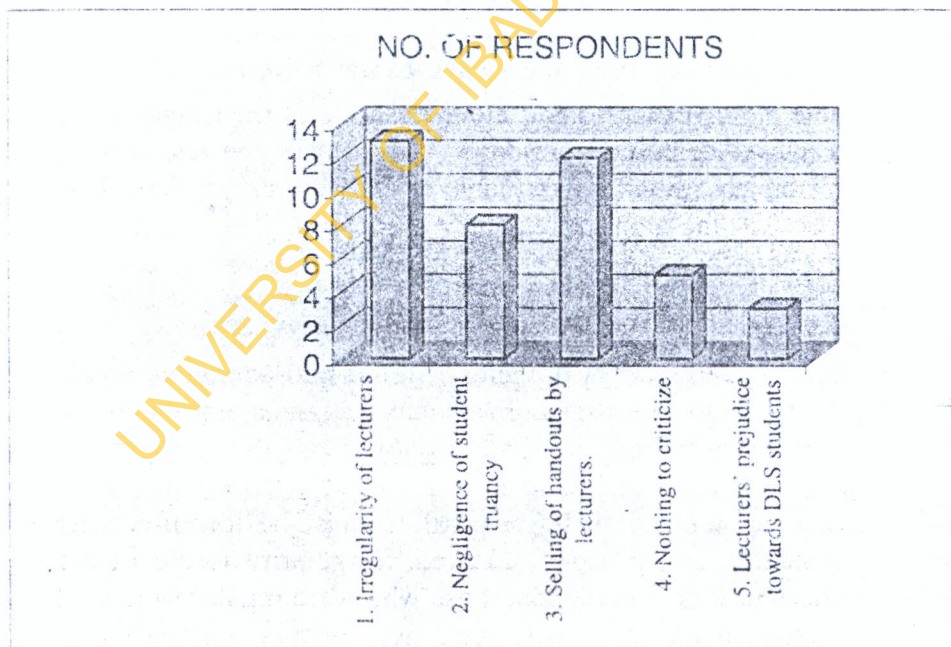


Fig. 5.2: Aspects of Lecturers'

DL students (12 of the respondents) do not like the practice of selling of handouts and other reading materials by lecturers. Though the number criticizing this aspect is small, but that the criticism found its way into limelight at all, is not good enough. This is because the sale of handouts had been grossly abused in the past and both the University authority and the Academic Staff Union of Universities (ASUU) have put a moratorium on this practice. One does not understand why some lecturers still engage in or indulge in a practice that has been widely condemned. This is an issue of integrity, which the body of lecturers must take very seriously. The Distance Learning Centre must also carry out surveillance and bring erring lecturers to book; after all the Distance Learning Programme has course materials developed to meet the needs of the students. Relevant supplementary readings should be given as recommended texts and students after being given adequate referencing should be encouraged to seek these materials on their own.

A few of the respondents said there was nothing to criticize and a few are not happy that some of the lecturers have some bias or prejudice against them. This attitude should be brought to the notice of all the DLC lecturers.

Future Aspirations of DL Students

With regards to future aspirations, three major issues emerged, namely:

1. *To acquire higher degrees.* This desire expressed in various ways came up 42 times from the respondents. Some expressed it as a desire to have a second degree, and then the Ph.D., some have a desire to become professors. It can be said that participation in the DL programme has created some thirst for deeper

knowledge in the respondents and they have come to see the pursuit of higher degrees as a thing to desire. It can also be observed that many of the earlier products of the programme have already enrolled for higher degrees and some have indeed registered for the doctorate degree after completing the masters.

- ii. *To get a good job* where knowledge gained would be utilized. This was expressed eight times in the responses.
- iii. *To reach the pinnacle of my career* was the aspiration with a frequency of five.

UNIVERSITY OF IBADAN LIBRARY

Academic Staff Members' Views on, and Attitudes Towards, the Programme

Introduction

A questionnaire consisting of four sections was sent to the past and present academic staff members of the Distance Learning programme, seeking their personal views on the programme generally. Section A deals with the general background of the respondents; Section B seeks to know their views on adequacy or otherwise of the physical facilities provided for the programme; Section C is concerned about the personal observations of the respondents about the course while Section D seeks the general opinion of the respondents regarding the objectives of the programme, the intensity of the training programme, the course content, the quality of teaching, the adequacy of the teaching and administrative staff, provision of teaching aids, the competency of the products of the programme, etc.

The questionnaire was sent to eighty (80) past and present academic staff of the programme, but only forty seven (47) of them responded. This consists of 26 males (55.39%) and 21 females (47.3%). All the forty seven are from the various departments in the Faculty of Education as analysed in the table 6.1 below.

Table 6.1: Numbers and Percentages of Academic Staff Who Responded to the Questionnaire

Department	Frequency	Percentage
Guidance and Counselling	3	6.4%
Teacher Education	17	36.2%
Special Education	11	23.4%
Religious Studies	9	19.1%
Human Kinetics	3	6.4%
Educ. Management	2	4.3%
Pol. Science	2	4.3%
TOTAL	47	100%

The respondents from the Religious Studies and Political Science are those who teach those subjects for the B. Ed. programme, i.e. as teaching subjects. So, essentially they are still in the Bachelor of Education programme. The disciplines of Art, Social Science, etc., are still to function in the programme.

Most of the respondents (70.2%) are doctorate degree holders, while the remaining 29.8% are master degree holders. Virtually all the respondents in the latter category are pursuing their doctorate programmes in their different disciplines. As for their professional experiences, nine of them (19.1%) indicated that they had taught in the programme for 4 years, ten (i.e. 21.3%) stated that they had taught for 5 years, two (i.e. 4.3%) said they had taught for 6 years; while a total of 22 (or 46.8%) indicated that they had taught for 7 years. Of the rest, two (i.e. 4.3%) said they had taught for 8 years while another 2 (i.e. 4.3%) have taught for 9 years. From this analysis, which shows that some 81% of them had functioned in the Distance Learning Programme for between 5 and 9 years, it would be clear that the respondents are sufficiently

experienced in handling the programme. They should be relied upon in being able to assess the programme quite objectively and comprehensively.

Section B of the questionnaire sought to obtain the respondents' opinions as regards the adequacy or otherwise of the facilities provided for the programme. The Table 6.2 presents the lecturers' responses.

Table 6.2: Summary of Academic Staff's Responses Regarding the Adequacy of Facilities Provided for the Programme

Facilities	Number/Percentage Indicating that Facilities are Adequate	Number/Percentage Indicating that Facilities are Inadequate
Classrooms	44 (93.5%)	3 (6.4%)
Stationery	21 (44.6%)	26 (55.3%)
Furniture and fittings	22 (46.8%)	22 (46.8%)
Overhead projectors	26 (55.3%)	21 (44.7%)
Chalk	18 (38.3%)	29 (61.7%)
Duster	11 (23.4%)	36 (76.6%)
Power-point projector	18 (38.3%)	27 (57.5%)
Audio-visual gadgets	30 (63.9%)	15 (31.9%)
Teaching aids in general	43 (91.5%)	4 (8.5%)
Course books	27 (57.4%)	18 (38.3%)

The table thus provides much insight into the level of adequacy of facilities provided for the programme. It is comforting that more than 90% of the respondents rated the classrooms provided as adequate. This despite the fact that the classrooms provided are 'borrowed' from other arms of the University. Classrooms are among the most basic among the

facilities needed for the programme: It should also be borne in mind that apart from providing a meeting place for teachers to dispense knowledge to students, classrooms also serve as the venues group discussions or individual private studies. It can thus be asserted that this is not an area constituting a problem for the organisation of the programme. These are illustrated in Fig. 6.1 below.

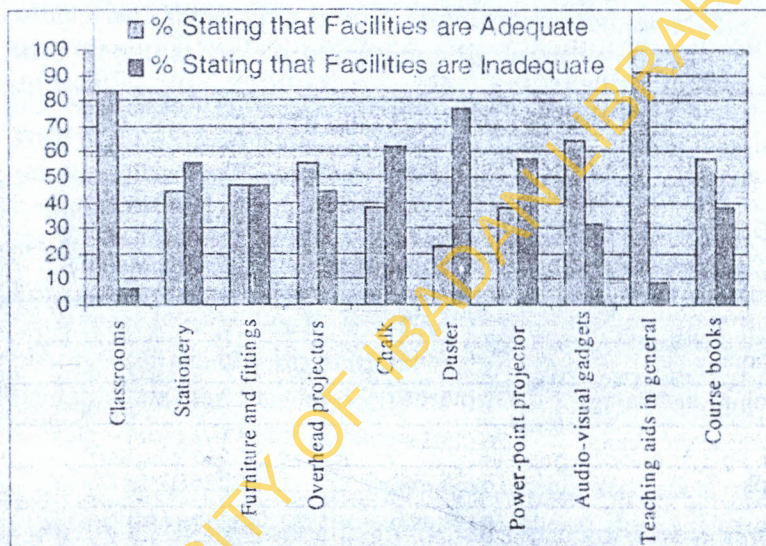


Fig. 6.1: Assessments by Academic Staff of Available Facilities.

However, as regard stationery, while about 45% of the respondents are of the view that there are enough items of stationery, the remaining 55% think otherwise: It would thus appear that there are not enough to work with in this regard. This would thus appear to be an area of need that should be looked into. Items of stationery constitute a '*sine qua non*' in academics, especially in the conduct of examinations.

Concerning furniture and fittings, some 46.8% of the respondents claimed that these are adequate, while the same percentage (46.8%) claim that this is an area of inadequacy. Some 6.4% did not respond to this item. It can thus be concluded that while opinions are at par, there is a need for the programme to beef up facilities in this area. The quantity and perhaps quality of items of furniture would need to be improved upon.

With regard to overhead projectors, some 55% of the respondents are of the view that what is available is adequate while the remaining think otherwise. It can thus be observed that while the need here has been addressed to a great extent, more can still be done. The same cannot be said of basic teaching items like pieces of chalk and dusters. It is really surprising that only 38% of the respondents are of the view that pieces of chalk provided are adequate and even fewer (some 23%) state that dusters are adequate. What these respondents are claiming is that these very basic items of teaching have been taken for granted to the point of suffering benign neglect. Certainly, this is an area requiring much attention.

Incidentally, as many as 38% of the respondents claim that power point projectors are adequate. As power point projects cannot work in isolation except with computers, it should be assumed that either the Distance Learning Centre or the lecturers themselves have the computers that go along with the projectors. Whichever way it is, it is comforting that at least a few of the lecturers are making use of this very versatile device. However, it should be noted that some 58% claim that this facility is inadequate. What this signifies is that far more should be done in this respect. To make teaching easier and more attractive for both teachers and learners, more

of this facility should be provided for use by the academic staff.

With respect to audio-visual materials, most subjects, mainly those in the languages and humanities, can hardly do without such. As regard this aspect, the responses to the questionnaire show that some 64% claimed that the audio-visual aids were adequately provided while some 32% think otherwise. While this is to a large extent commendable, it is also clear that there is much room for improvement.

The importance of teaching aids in promoting learning cannot be over-stressed. It is in this light that the finding with respect to the adequacy of teaching aids should be commended, since 43 of the respondents, i.e. about 92%, stated that the teaching aids provided were adequate. Several authorities that can be cited here have stressed the importance of teaching aids, each stressing that the teaching-learning process can hardly do without such. Thus, it is particularly laudable that the vast majority of the respondents accept that aids available for teaching are adequate.

Next, it should be borne in mind that the whole programme is based on the fulcrum of course books. For each course, a course book has been commissioned and developed by a team, in most cases made up of course tutors. Presented in a language easily within the grasp of the students, the course books are well, though not fancifully, produced. To avoid the possibility of some students failing to obtain copies, the cost of the texts is built into their fees. So, on payment of the fees, a student obtains all the texts he needs for his courses. In response to the questionnaire, some 58% of the respondents state that these are adequately provided for the programme, while some 38% hold the opposite opinion. (The rest 4% return no opinion whatever). Why then, in the light of the explanations above, do only 58% and not 100% of the

respondents indicate that the course books are adequate? It might be that while every student has the necessary copies, the copies after all are not adequate, i.e. more course books could still be contrived.

Our observation on the course books is that while most are very well written, there are several which would benefit from an updating. Most of the texts written about or more than a decade ago are still in their first editions. Thus it might be well to subject each of the textbooks to serious revision. Indeed, there should be a policy of subjecting each course book to a revision every couple of years or so. However, ultimately, the Internet is the right place for the dissemination of the course materials; from there, the students should be directed to access the materials.

Section C of the questionnaire centres on the academic staff members' personal observations about the distance-learning course. There are basically six items posed in this domain. The first relates to what the teachers of the programme regard as problems encountered by learners in the course of the programme. In order to allow as much flexibility and independence of expression, the design here is to have open-ended responses. Opinions vary greatly in this area. On the whole, about 30 different views were expressed as summarised below:

- a. The textbooks are either not available for some courses or for some aspects of some courses.
- b. Time allocated for revision is not enough.
- c. The zeal to learn seems inadequate.
- d. Dedication in terms of attending lectures is lacking.
- e. Sometimes, students lack concentration.
- f. Some students have a poor background in their chosen field.

- g. Students display an inability^r to read through their course materials before classes.
- h. Contact session is too short.
- i. Time available for the course is inadequate.
- j. Students are not very serious with their work.
- k. Students hardly ever prepare for the programme.
- l. The timing of the programme needs revising.
- m. There is severe problem of accommodation for most academic programmes.
- n. Lack of space for teaching.
- o. Most of the students are not competent academically.
- p. Those that are competent don't really have time to be studious.
- q. There is no space to take all the classes.
- r. The time is too choked up.
- s. Lack of most textual materials.
- t. Overload of academic work during revision.
- u. Increasing school fees.
- v. Learners are not serious with the programme.
- w. Students don't have up-to-date and accurate feedback of their examination results.
- x. Most students do not have enough time for their lectures.
- y. Combining work with study poses a big challenge to many.
- z. Marital challenges (e.g. pregnancy, motherhood) pose a lot of challenges.

- a Unstable University Calendar.
- b Students are not readily released from their duty posts in earnest to resume studies.
- c Finance is a major problem.
- d Students don't have time for their studies.

The second question in this section of the questionnaire requires of the respondents to list the problems facing the programme. The following are their responses.

1. Inadequate textbooks.
2. Inadequate teaching aids.
3. Teachers' remuneration is not encouraging.
4. Inadequate classrooms.
5. Inadequate instructional materials.
6. Lecture weeks seem too short for them to learn any tangible thing.
7. Late production of course materials.
8. Lack of permanent lecture halls and tutorial rooms.
9. Short period of contact between lectures and examinations.
10. Lack of accommodation.
11. Lack of incentives for workers and teachers.
12. Lack of awareness and shortage of teachers.
13. Late registration.
14. Lack of dedication to duty on the part of lecturers who are not motivated.
15. Documents are not properly kept.
16. Poor standard of teaching in some courses.
17. There should be more tutorials than lectures.

18. The programme is not well recognized by the University.
19. The contact session should be organised for the long vacation.
20. Clashes with conventional students' programmes.
21. Inadequacy of time.
22. Lack of space for teaching.
23. Short period for revision.
24. Financial problems of students.
25. Problem of communication between the centre and students.
26. Inadequate facilities.
27. Inadequate teaching equipment.
28. Unstable University calendar.
29. Poor monitoring to ensure quality.
30. Lecture rooms are not readily available to teach students most of the time.

Question three of this section seeks to find out if products of the Distance Learning programme can compare favourably with their counterparts in the regular programme. We have divergent views on this. Many respondents opined that products of the programme can compete favourably with their colleagues in the regular programmes and advanced several reasons why they hold such opinion. The reasons suggested include the following.

- i. With the qualities of their teachers and given the available textbooks they can compete favourably with their counterparts in the regular programme.
- ii. They are also handled the way their counterparts in the regular programme are handled.

- iii. They are taught by the same lecturers.
- iv. They use the same textual materials and learning environment as well as course guidelines as those in the regular programme.
- v. They have better lecture notes than their counterparts in the regular programme.
- vi. They are mature and have built up experience in their areas of specialisation.
- vii. They have similar entry requirements, offer the same courses, and taught by the same lecturers.
- viii. They are taught and examined similarly.

On the other hand those who claim that the products of the programme cannot compete favourably with their counterparts in the regular programme offered the following reasons:

- i. The DLP is not so designed to accommodate enough time for lectures.
- ii. The level of commitment on the part of students seems low.
- iii. Their course content is not detailed and comprehensive enough.
- iv. The programme is a 'crash' programme unlike the regular one.
- v. They do not take time to understand counsels and do extra work on their own.
- vi. The regular students are exposed to better knowledge and made to undergo projects and assignments.
- vii. The programme is not intensive enough.

Looking at the respondents' statements, both ways we think the organisers of the programme have a need to look at

the negative aspects of their responses, which border on time factor, level of commitment of both students and teachers, the depth of the course content, and the intensity of the programme. All these need to be taken into consideration when reviewing the programme.

When asked whether, if given the chance, the respondents would opt for the continuation of the programme, thirty-one (31) of the respondents, representing 66% opted for the continuation of the programme, while sixteen (16) of them, representing 34%, stated the programme should not continue. As regards modification of the programme, forty-two (42) respondents or 89.4% clamoured for its modification while five (5) respondents i.e. 10.6% would not want a modification of the programme. Should the programme be cancelled outright? Forty teachers, representing 85.1% of respondents wanted total cancellation of the programme while seven i.e. 14.9% of them thought otherwise. It is highly noteworthy to say that teachers are great stake-holders in this programme since they teach the subjects in the programme and benefit financially for taking part. But it is quite disheartening to note that majority of them opted for outright cancellation of the programme. Perhaps, this position can best be explained when we consider their responses to items in section D of the questionnaire.

Meanwhile as regards the areas where respondents would like to witness improvement opinions differ. In the realm of course objectives, forty-three respondents representing 91.5% would like to see improvement in this area, while four (4) representing 8.5% did not feel there was need to improve on the programme's objectives. The implication of this finding is that the course objectives are not good enough and thus need some modifications. Forty-one (41) respondents, i.e. 83.2% of them, would like to see an improvement in the course content

while six (i.e. 12.8%) feel there is no need for improvement; thirty-five respondents, representing 74.5%, would like to see an improvement in the course delivery whereas only 12, or 25.5%, did not see any need for improvement of this factor.

As regards course schedule/time table, only seven respondents (i.e. 14.9%) clamour for an improvement, whereas forty respondents or 85% did not see any need for such, an evidence that the course schedule is quite all right. Twelve respondents, or 25.5% of the respondents opined that office accommodation should be improved upon while 25 respondents or 74.5% feel that office accommodation is adequate enough as not to require being improved upon. As regards students' accommodation, forty-one respondents or 87.2% feel this is inadequate and thus needs to be greatly improved upon. While twenty-seven respondents, or 57.4%, would like to see an improvement in the duration of training, twenty of them, i.e. 42.6% feel there is no need for improvement in this factor.

When asked to suggest other areas of the programme that would need further improvement, the following were highlighted:

- i. The creation of a particular centre that will be basically for lectures, development of structural facilities, i.e. classrooms and administrative blocks where lecturers would do their work;
- ii. Designing a programme involving more time for teaching;
- iii. Efforts should be made to increase the contact sessions;
- iv. The Distance Learning Centre should have buildings that are exclusively for its programmes;

- v. There should be more assignments and projects for students and greater student/teacher interactions;
- vi. The contact sessions should be fixed for August and September and accommodation should be provided for the women at Idia Hall, while men are housed in Awo Hall;
- vii. The programme should be decentralised;
- viii. Candidates for admission should be given written examinations and oral interviews before being admitted into the programme;
- ix. The programme should be reviewed to make it more relevant to the needs of the people and the nation;
- x. Departments should be allowed to run the Distance Learning Programme like the regular programme;
- xi. The number of students admitted should be within the limit that the department can cope with;
- xii. The time schedule for face-to-face teaching should be increased;
- xiii. All materials should be put on line and e-learning should be implemented;
- xiv. There should be improved remuneration for lecturers in order to improve efficiency;
- xv. More items of furniture and fittings should be provided;
- xvi. Teaching aids and other learning materials should be made available;
- xvii. Students should have access to the library and emphasis should be placed on other course materials apart from the official, provided course books;

- xviii. There should be better orientation and thorough supervision during the professional practice teaching practice;
- xix. The number of intakes into the programme should be reduced to a manageable level;
- xx. Conditions for certification should be exactly as obtained for the regular programme.

The last section of the questionnaire (section D) deals with the overall ratings of the course lecturers of the totality of the programme in terms of objectives of the programme, intensity of the training procedure, conduciveness of the training environment, adequacy of teaching and administrative staff, availability of teaching aids, the competence of the products of the programme, the duration of the programme, thoroughness of supervision during teaching practice, cost of the programme, and social and economic benefits of the programme to the products. The analysis of the responses to these issues is presented in the Table 6.3 (next page).

The academic staff members' responses as highlighted in the table in many cases go further to confirm some of the findings earlier considered while in some cases tend to present views rather different from earlier ones. The findings presented in the table are now further discussed below. This is done by taking together various items on the same theme.

The objectives of the programme

When asked if the objectives of the programme are very well articulated, only 25.5% of the respondents state that this is so; but when asked if the objectives effectively address the needs of Nigerians, 87.3% of them respond in the affirmative. Is there a contradiction here? In reality, there isn't because while the respondents are saying that the objectives of the

programme are not well spelt out for the staff and students, the much that is spelt out address the needs of Nigerians all the same. It is like a teacher saying that while a student has not expressed himself loudly enough or in the appropriate language, he has said enough to let everyone know that his father is a farmer.

Table 6.3: Academic Staff's Opinion about Certain Aspects of the Programme

S/No	Statements	% Agree	% Disagree
1	The objectives of the programme are very well articulated.	25.5	74.5
2	The objectives effectively address the needs of Nigerians	87.3	12.8
3	The training programme, in my discipline, is quite intensive.	55.5	42.5
4	There is adequate time to complete the training programme.	80.8	19.2
5	The training environment is quite conducive to learning.	95.8	4.3
6	Physical facilities provided are adequate for the programme.	46.8	53.2
7	The course content in my discipline is adequate.	23.4	76.6
8	The quality of teaching in the programme is high.	87.2	12.8
9	The number of teaching staff of the programme is adequate.	40.4	59.5
10	The number of administrative staff of the programme is adequate.	93.7	6.4
11	The lecturers in the programme are quite qualified for the task.	87.3	6.4
12	Teaching aids are provided for lecturers.	38.3	61.7
13	The programme ought to cater for socio-educative activities.	31.9	68.1

14	The programme is helping to solve manpower problem in the various disciplines	87.2	8.5
15	The programme helps in producing professionals who show wholesome and favourable attitude towards their professions.	68.0	31.9
16	The products of the programme are as competent as their counterparts in the regular programme	53.2	46.8
17	The programme equips students with adequate professional skills.	70.2	29.8
18	The period of training is not long enough to equip the students academically.	40.4	59.6
19	The products of the programme are handicapped in the field.	46.8	48.9
20	Those on teaching practice are adequately supervised.	48.9	51.0
21	For those who are teachers, the programme emphasises academic education more than preparation for teaching.	34.1	66.0
22	The cost of the programme to the students is exceptionally high.	65.9	29.8
23	Products of the programme have no economic and social benefit from it.	78.7	12.8
24	Products of the programme generally show enthusiasm for work.	74.5	25.5
25	The students readily accept criticism.	48.9	51.1
26	Teaching in the programme is quite fulfilling.	23.4	76.6
27	Learners are hardly eager to learn during the class.	85.1	14.9
28	Adults are difficult to teach.	44.7	55.3

The Training Programme

The next few items centre on the training programme itself. When asked about the intensity of the training programme, some 55.3% of the respondents claim that the training programme is quite intensive, while the vast majority, i.e. about 81%, affirm that the time available for the programme was sufficient. These are two highly comforting findings from which we can affirm that intensive as the course programme is, the duration scheduled for the training is such that students

should be able to cope. This finding should further be taken along with that in item 18 in which majority of the respondents (about 60%) disagree with the statement that the period available for training is not long enough. In all, the duration of the course is quite adequate. The next finding goes further to put us at ease: the vast majority of the respondents (about 96%) affirm that the environment made available for the programme is quite conducive. However, as regards the adequacy of physical facilities available for the programme, just about 47% of the respondents hold that the facilities are adequate, i.e. majority (some 53%) think otherwise.

The Courses Provided

Most of the respondents (about 77%) affirm that the course contents in their specific courses are inadequate. This is stating that what is prepared as courses for the students could further be beefed up. However, it should be noted that this is not stating that the DL programme compares unfavourably with the regular full time courses since the item does not ask the respondents to make any comparison. It might indeed be that the respondents here would rate the courses in the regular programmes the same way. On the quality of teaching, most of the respondents (i.e. about 87%) subscribe to the notion that the quality of teaching is quite high. These two findings are not contradictory; rather what is being stressed is that while the course content is rather shallow, teachers do their best in imparting knowledge. Neither is this finding flawed by the next, which shows that 59.5% feel that the number of teaching staff available for the programme is not adequate. This should not bother anyone, and indeed is to be expected, since the courses are not primarily designed to be imparted through classroom teaching. Teachers cannot be many in a DL programme that is basically designed to be text-based rather

than teacher based. The next finding is what is supposed to be: that the number of administrative staff is adequate. Some 94% of the respondents affirm this, and that is what should hold in a programme of this nature. The next item asked if the academic staff members are quite qualified for the task, and some 87% of them affirm that this is so. A contrary finding would have been quite worrisome, since it could have put the authenticity of the course to question.

The Teachers' Tasks

Several items designed to focus on the academic staff's task in implementing the programme; the intention is to establish how pleasant or otherwise they find it coping with the task. These are items 12, 25, 26, 27, and 28. The first of these, item 12, seeks to establish the level of adequacy of the teaching aids provided for the lecturers. To this, about 68% stress that the aids provided are not adequate. This is not too far from the earlier finding on this. On item 25, which asks respondents whether or not students readily accept criticism, opinions appear to be almost equally divided as 51% affirm that students do not readily accept criticism and 49% state that they (students) do. If this is not sufficiently indicative of the direction of the lecturers' stand, the next item is quite vociferous. Item 26 asks the lecturers whether or not the task has been quite fulfilling and the vast majority (some 76%) affirm that teaching in the programme has not been fulfilling. With this rather baffling return, one would wonder why, and perhaps the next item provides the reason. In response to item 27, which asks the lecturers whether or not the students are eager to learn, most of them (85%) state that students are not eager to learn. If we should take these two contiguous items together, we could say that most of the course tutors are not fulfilled because they are handling students who are not ready

to learn. And, to a teacher, nothing could be more frustrating. Finally, to the last item, which asks the staff members if adults are difficult to teach, some 45% express agreement while 55% hold a contrary view. Of course most teachers know that while young children are more difficult to teach they are more ready to learn. The obverse, in most cases, is correct.

The Students' Welfare and Professional Competence

Some nine items were specifically designed to focus on the welfare and future prospects of the students. The intention is to lead the course tutors, supposedly close enough to the students, to enlighten us on what the prospects are for the students. In responding to item 19, a few more of the respondents (49% as against 47%) hold the opinion that the products of the products are not handicapped in the field, than those who think that the products are indeed handicapped. Though opinions here are about equally divided, it is sufficiently comforting that most of the teachers believe that their products can hold their own in their professional practices.

This finding can be taken along with that in item 17 for which 70% (as against 30%) of the respondents affirm that the programme equips the products with adequate professional skills. Equally, two items (those in numbers 15 and 16) point in the same direction. For item 16, 68% of the respondents assert that 'The programme helps in producing professionals who show wholesome and favourable attitude towards their professions' while some 53% affirm that 'The products of the programme are as competent as their counterparts in the regular programme'. With such very high positive returns from teachers who are in a position to compare the DL students with those in the regular programme (all of them teach in the regular programmes), the assurance is further

given that the students are as competent as those in the regular full time programmes.

As most of the students are professional teachers training to acquire higher qualifications, items 20 to 23 are designed specifically to focus on their professional competence and prospects. From item 20, we learn from 51% (as against 49%) of the respondents that student teachers on teaching practice are not adequately supervised. Yet, 66% of the respondents disagree with the statement that 'For those who are teachers, the programme emphasises academic education more than preparation for teaching.' In other words, most respondents are stating that preparation for teaching is as much emphasised as academics. What these two items imply is that while preparation for teaching is as important a component of the programme as the academic component, student teachers on practical teaching are not sufficiently supervised. Certainly, this is an area calling for attention

Items 22 and 23 focus on the economics of the programme, at least from the point of view of students. From item 22 we learn from 66% of the respondents that the cost of the programme is very high for students. Yet, from the next item, it is asserted by 79% of the respondents that products of the programme have no economic and social benefit from all they have put into it. This is asserting that after the programme, the products' financial lots are not improved, perhaps because their earnings remain static. Actually, this is saddening since in most cases, the schools boards that employ the teachers do not recognise the new qualifications acquired on the job. All that the students earn from their labours is the satisfaction of achievement. Yet, most of the students show a lot of enthusiasm for the learning task, as 75% of the respondents affirm in item 24.

Summary of Findings

From this chapter which is targeted at the course tutors, the following findings are among those that stand out:

- a. While most of the members of academic staff affirm that classrooms, teaching aids, and gadgets for teaching are sufficiently available, teaching facilities like pieces of chalk and dusters are not sufficiently supplied.
- b. While most of the course tutors affirm that the students are sufficiently enthusiastic for the learning task, an equally high percentage of the course tutors assert that this enthusiasm is not sufficiently supported with the required level of seriousness by students.
- c. While most of the course tutors recommend that the programme be continued, equally high are those who stress that the courses should be revised and modified;
- d. While most of the teachers affirm that those involved in the programme are highly competent, equally most of them stress that they are not fulfilled in taking part in the programme, probably because they find the students not really ready to learn;
- e. The course tutors affirm that the products of the programme are as competent as their counterparts in the regular programme and that the programme has quite adequately equipped them for their professions;
- f. Although most course tutors hold the belief that the cost to the students is too high, equally very high proportion of the academic staff state that most students do not derive any financial benefits from their labours.

Summary of Findings, Conclusions and Recommendations

In this chapter, a summary of the major findings and the conclusions that one can draw from them is presented. On the basis of these, recommendations are made. Many of the 'findings' need not emanate as such from questionnaire study, rather some are on the ground all along, i.e. those that one could decipher from a casual scrutiny of the situations prevailing in the Centre. For convenience, the enumerated findings are numbered.

Summary of Major Findings

- i. One of the most obvious observations a visitor to the Distance Learning Centre of the University of Ibadan can make is that the whole programme is still housed in some office blocks left over by some other units in the University. Up till now, there are no structures constructed by the Centre itself, nor are there structures designed for the students and their teachers. While one could assert that the nature of the programme might not necessitate structures similar to those of regular academic programmes, nonetheless the present arrangement severely limits the types of activities that would otherwise have been mounted.

- ii. Besides, a casual observer of the programmes would quickly notice the over-dominance of just one faculty, that of Education. Apart from Education, only Agriculture has chosen to make an in-road, and even then this is still a feeble one. It would appear that other faculties like Art, Science, Social Science, Law, etc., are still hesitant, although in principle they have accepted that the Centre is a University-wide one.
- iii. Even within Education, courses available are still limited. Unlike what obtains in several other universities, Vocational Education covering courses such as Music, Fine Arts, Business Education, Agricultural Education, Home Economics, etc., are yet to feature. Courses like these are currently highly popular among primary and secondary school teachers, mainly because the *National Policy on Education* stresses their prominence on the primary and secondary school curriculum. Known to these researchers are some teachers who enrolled for such courses on part-time or sandwich basis in universities several hundreds of kilometres away.
- iv. Unlike what obtains in the British experiment with the Open University, the University of Ibadan Distance Learning Centre admits students purely on the same basis with the regular programmes. Whereas the British Open University, like some other similar universities in other countries, has no academic prerequisites for enrolment, since the aim is to extend educational opportunities to all, our DL Centre still admits students precisely along the same line as the regular programmes. Thus, ours cannot yet be called a 'University of second opportunity'.

- v. Whereas distance learning programmes in several other countries are known for the large numbers of students, our own experiment with distance learning still has very few students. During the first fifteen years of its life, the UI Distance Learning Centre has fewer than 7,000 students. As against this situation, the Open University in Britain registered 24,000 students in its first year and graduated more than 100,000 students during its second decade; the Sukhothai Thammathirat Open University in Thailand had more than 500,000 students in 1990; and in 2001, the University of South Africa, a distance learning institution, had more than 111,000 on its enrolment.
- vi. The course books remain the major mode utilised for the UI Distance Learning Centre's academic programmes. For each course, there is a well-developed course book, written in most cases by a team. In virtually all cases, these are drawn from the academic staff of the regular full-time courses in the University. This is one factor that supports the claim that the Distance Learning programme is in no way inferior to the regular programme. Meetings with the course tutors form just a minor aspect of the programme. Apart from these two media, (i.e. published texts and occasional tutorials) there are no other media utilised. Audio and video-cassettes are not yet experimented with, nor has the Centre thought of thrusting itself into the Internet age.
- vii. From the results thus far, it is particularly pleasing that most students emerge with brilliant degree results. The ratio of students in the various cadres (first class, second class upper, second class lower, third and pass) are quite comparable to those obtained in the regular

degree programmes. Besides, the fact that some of the graduates have registered for, and obtained, higher degrees is particularly encouraging. That the graduates could compete favourably with those from the regular degree programmes at higher degree programmes again shows that the DL programme is well conceived and well executed.

- viii. Most of the students enrolled for the programme out of a genuine yearning for self-improvement in life as well as in their professions. Most are not impelled into the programme by trivial factors or pressure from others; rather they opted for the programme out of a solid yearning for self-upliftment. Findings such as these should not come as a surprise since the programme embraces mostly very mature students who should realise what they want out of life.
- ix. The most obvious problem complained about by students has to do with reading. They find the texts too many to plough through; they find the language of the texts on the difficult side; they have not enough time to read through, etc. In short, learning through textual materials proves problematic for them, and this is not unexpected in the light of several previous studies relating to reading, reading efficiency, etc., by several scholars from this and other universities. And when we couple such findings with others indicating that most Nigerians, including even graduates, have a poor reading culture, the gravity of the problem can be appreciated.
- x. Most students complained about the sale of handouts. This complaint is well placed in the light of the University's stand against the sale of handouts and

especially since there are standard text books recognised by the Centre.

- xi. It is quite obvious from this study that the students involved know very little about computers and even far less about the Internet. Thus if the Centre were to decide to post some of the courses on the Internet, the students would have very serious problem in coping with the innovation.
- xii. It would appear from several facets of the study that the students have a problem in relating with their course tutors. This finding emerged from both the questionnaire, as well as the interview, sectors of the study.
- xiii. From the various aspects to the study, it is crystal clear the products of the programme are making a highly positive impact in the community. From the heads of schools it emerged that graduate teachers from the programme are proving themselves to be efficient in handling their courses as well as in handling other aspects of school work. It is particularly pleasing that when compared with other graduates from other programmes the UIDL products are rated quite highly.
- xiv. Moreover, when each product of the programme is compared with him/herself before going for the course, the graduates are reported to be performing far better than they were before the course. This is a positive indication that the programme is indeed making an impact on the graduates' performance.
- xv. The mean age of the students is about 34.5 years; thus most are in their middle age and are therefore sufficiently mature for the task before them. It is indeed pleasing that those who have to combine

motherhood and work with studies do not find the tasks terribly tasking.

- xvi. Apart from the lack of permanent infrastructures, elementary teaching facilities like pieces of chalk and dusters are not sufficiently supplied.
- xvii. Although students are sufficiently enthusiastic for the learning task, it is apparent that this enthusiasm is not sufficiently supported with the required level of seriousness.
- xviii. While most course tutors recommend that the programme be continued, equally high are those who stress that the courses should be revised and modified.

Conclusions

From the foregoing, the following conclusions can be made about the operations of the programme thus far:

- a. The courses are well and very carefully planned, and the execution modalities are quite in order.
- b. The courses are by no means inferior to those of the regular programmes and the products are by no means inferior to those from other universities or from the regular programmes of this University.
- c. However, as now designed and executed, the programme caters for very few students, too few indeed to justify its presence in a University that prides herself as the first in the country.
- d. Similarly, the courses available are too few and too narrow to justify the name of a Distance Learning programme.
- e. The venue and structures available for the programme do not portray the University as serious in pursuing a

meaningful distance-learning programme. As it is at present, it would appear that the whole programme is considered as an aberration in a heavily conservative institution.

- f. The use of just two modes, those of the printed text and occasional tutorials, do not appear sufficient, as most other distance learning programmes in other countries are already utilising electronic media such as the radio, television, and the Internet.
- g. Part of the heavy conservatism referred to above can be deciphered from the fact that precisely the same admission policies obtain for the regular and the distance learning programmes. There is simply no flexibility to tilt the policy towards holders of other qualifications or those with lower qualifications. It is all as if the distance-learning programme is just another regular programme.

Recommendations

On the basis of these findings and conclusions, the following recommendations are made:

1. To be a serious Centre, and to be seen as such by outsiders, it is essential to set a goal of moving into a permanent structure that would be capable of housing far more facilities and offices than is the case at present. The use of the wooden structure could in fact belie the seriousness of the whole programme.
2. Similarly, far more ambitious structures should be planned and provided for the students and academic staff, even if such academic staff members are on temporary loan from their regular programme. To this end, DL students should have their own facilities such

as library, laboratories, etc., distinct from those provided for the regular students.

3. Both the recommended DL Centre as well as the structures for students should be in an environment clearly distinct from the present University campus. Perhaps the Ajibode land would provide the type of environment envisaged. Eventually, the envisaged DL Centre should be larger than a faculty; indeed, it should constitute something of a college, embracing some faculties within it.
4. To cater for the envisaged and recommended large number of students, some study centres should be planned to operate outside the immediate University campus and outside the Ibadan city too. Study centres should be operated from strategic places in the various States where there are students and each centre should be equipped with all that it takes to cater for the interest of the students it is serving. Indeed, the opening of such study centres would stimulate the entry of many more students. That is the pattern in the British Open University.
5. A distance-learning centre should not insist on the same entry admission qualifications as do the regular programmes. To this end, it should be possible for those who cannot otherwise enrol for the regular programmes to take advantage of the distance-learning programme, with such lower entry qualifications necessitating longer periods of studentship. This should be one way of reducing the terrible amount of wastage and frustration created by the present admission policies which ensure that only a few of the students eventually get admitted.

6. The present policy of catering for just a handful of students under a distance-learning atmosphere is not acceptable. So, we recommend, and very highly so, that a modality for admitting, and catering for, far more students should be fashioned. For a start, we recommend that the very many aspiring students through the JAMB who fall short of the cut-off mark, but who can otherwise qualify for admission, should be given an option to transfer their admission bid to the Distance Learning programme. For instance, a student intending to do English and whose school certificate result qualifies him for admission, but who scores 240 where the cut off point is higher than that should be considered a sufficiently good material for admission. Such could be given the option of diverting their steps towards the DL Centre.
7. The present practice by which there are only a few courses is not acceptable either. Every faculty should mount courses as soon as possible. Each unit in the University should be encouraged to creatively work out such modalities that would enable it present its courses through the Distance Learning programme. To this end, each faculty dean, each HOD and each Director of Institute should strive to discover how their respective courses could best be presented through the distance-learning programme. If the Open University in Britain is able to present courses in such near esoteric courses as engineering, medicine, geology, pharmacy, etc., it should be possible to do the same here.
8. In view of the students' severe handicap in reading, an enrichment course in reading efficiency should be mounted for them, irrespective of their course

specialisations and backgrounds. This course should preferably come up in the first year and should be compulsory.

9. In view of the proven serious level of ignorance displayed by students in this study regarding computers and the Internet, and since the Internet could soon become a major mode of dispensing courses, all students should be exposed to the computer and the use of the Internet. A course should be designed for this.
10. By the same token, steps should now be taken to use the Internet for dispensing courses and exchange of communications between students and course tutors. It should be possible for a student in Ilaro or Ilorin to communicate with his tutor in Ibadan through the Internet; that would be far cheaper than making a journey by road for the purpose.
11. The sale of handouts should be banned. Indeed, course tutors who try to impose such on students should be severely dropped from the programme. However, course tutors who have new ideas to share should be encouraged to do so through new publications for which they should be rewarded. Such new publications should be handled by the Centre, but the course writer should be rewarded through a formula (e.g. payment of royalties) worked out by the Centre.
12. Carrying the last recommendation further, it should be the policy of the Centre to review and revise all its publications periodically. As a rule of the thumb, we do recommend that no publication should be in circulation for more than five years. Even if the same ideas are still current on the fifth year, the publication should still be reviewed, modified and published.

13. Moreover, some other electronic media should be tried. Right now, courses could be presented through the audio- and video-cassettes.
14. As many ex-students of the Distance Learning programme have successfully thrust themselves into post-graduate courses, steps should be taken in the near future to mount the Centre's own postgraduate courses, again on distance learning lines. However, such postgraduate courses could be routed through the existing postgraduate school.

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Appendix One

University of Ibadan Centre for External Studies

Questionnaire for the Evaluation of Students' Course Related Factors

Preamble

This is a fact-finding questionnaire and is not meant to assess your competence in academics in any form. Thus, your candid responses would be most highly appreciated.

Section A: Background to the Course

1. Name: (optional).....
2. Sex: (please tick one) a.....male;
b.....female
3. Age in years (on entry):.....
4. Marital Status: (please tick one)
a.single;
b.married.
c.separated/divorced;
d.widow/widower.
5. Were you a parent when you were entering for the course? (please tick one)
a.Yes; b.....No.
6. If Yes', indicate the number of children. (please tick one)

1	2	3	4	5	More than 5
.....

7. Highest academic qualification before entry:.....
8. In what type of institution were you educated before coming over for this course? (please indicate with a tick in the appropriate box(es))

	Location of institution		Ownership of institution	
	Urban	Rural	Public, i.e. govt owned	Private, e.g. mission owned
Primary				
Secondary				
Commercial				
Teacher Training				
University, e.g. ACE				
Others (specify.....)				

9. Were you a teacher before coming in for the course? (please tick one)

a.....yes;

b.....no

10. If 'Yes', for how many years had you taught (before entry) at the following levels?

<i>Type of Institution</i>	<i>No of years as a teacher</i>	<i>Type of Institution</i>	<i>No of years as a teacher</i>
a. Nursery school	d. Technical school/college
b. Primary school	e. Any other (specify...)
c. Secondary school		

11. Are/Were you a nursing mother, i.e. with a baby, during your course? (please tick one).....Yes;
b.....No.

12. If 'Yes', how were you able to cope with motherhood and studies? (please tick the most appropriate box for each response)

	Highly applicable	Appli- cable	Hardly applicable	Not applicable
a. My mother/mother-in-law was/is at hand to look after the baby.				
b. I had/have a house-help to look after the baby while studying.				
c. Baby was kept with a day-minder, not far from my home.				
d. I had/have no helper. I simply found time for both study & baby.				

Section B: Motivating Factors for the Course

Rank in the order of applicability, the factors that motivated you to come for the course. To do this, you would first read through all the factors, then decide which is the most applicable factor which you would mark as 1, and then the next most applicable factor which you would mark 2, and then the third most applicable factor which you would mark 3, and so on till you come to 10. Note that the one marked 10 would be the least applicable factor.

Mark here:

- It was the wish of my spouse (husband or wife).
- I liked to have a degree after my name.
- I really wanted to improve my professional ability, to teach better.
- All my mates were going for further studies and I should not be left behind.
- Society does not have regard for anyone without a degree.
- I needed higher education to change my place of work for a higher one.
- The more I taught pupils, the more I realised that I needed to improve myself.
- I wanted to have a sense of achievement.
- What urged me was the pride with which graduates bore themselves around.
- There was so much pressure on me from relatives to go for further studies.

The Experience during the Course

Kindly tick the most appropriate box in each case to indicate your experience with regard to the course. Use the following as the key in responding to the statements:

Much applicable; B Just applicable; C Hardly applicable; D Not Applicable

	Statements	A	B	C	D
1	Finance was a major problem during the course				
2	Finding time to read or do assignments was a major problem				
3	Understanding the course contents proved to be difficult				
4	Having to cope with family demands was a major problem.				
5	I found it very difficult to find time for social engagements.				
6.	My family members helped reduce my household chores.				
7.	My course lecturers were easy to meet and discuss with.				
8.	My mates in the various courses were of much help.				
9.	It was easy finding the money to pay for registration and books.				
10.	I found the course work easier than I had thought.				
11.	There were times when I thought of giving up due to problems.				
12.	My family members were not of much help during the course				
13.	But for my spouse (husband/wife), I would have given up				
14.	My children helped me in several ways during the course				

15.	Members of my extended family helped me in several ways.				
16.	Having to read so much for the course was a great problem.				
17.	I didn't have enough time to read the many course books				
18.	A lot of what is in the course books was difficult to understand.				
19.	I would have preferred more lectures and fewer course books.				
20.	Many times I needed someone to help explain the course books.				

Experiences and/or Interest in Computer and Internet

In this section, you are required to respond to items which are designed to establish the extent to which you are conversant with computers and the internet. Again this is not an examination, so indicate by ticking the most applicable alternatives.

The Computer

- Have you ever seen a computer?
a.Yes; b.....No
- Have you ever learnt to use a computer?
a.....Yes; b.....No
- Do you now use a computer?
a.....Yes; b.....No
- Do you own, or have access to, a computer?
a.....Yes; b.....No
- If yes, how well do you use a computer?
a.....Very perfectly; b.....Fair well.
c.....To some extent; d.....Not at all.

6. Do you know what the Internet is?
a.....Yes; b.....No
7. Are you connected to the Internet?
a.....Yes; b.....No
8. Do you have access to any Internet centre?
a.....Yes; b.....No
9. Do you use the Internet? A.....Yes;
B.....No.
10. For the rest of the items, tick the appropriate column for each.

Use the following as the key: A = Very correct; B Correct; C = Partially correct; D = Wrong.

	Items	A	B	C	D
a.	To be connected to the Internet, all that one needs is the computer.				
b.	One can be connected to the Internet through a television set.				
c.	The Internet allows a user to gain access to materials from various other countries.				
d.	From the Internet, one can learn so much from authorities round the world.				
e.	Music is the predominant thing one gets from the Internet.				
f.	The Internet is a cheap source of watching films.				
g.	A learner can download and copy some written materials from the Internet.				
h.	Most of the programmes on the Internet are on pornography.				
i.	It is possible for the UI Centre for Distant Learning to put my lectures on the Internet.				

	rather than print course books.				
j.	It is possible for the UI Centre for Distant Learning to direct me to get more information from the Internet.				

Thank you so much.

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Appendix Two

Distance Learning Programme

Questionnaire on the Effectiveness of the Products Since the Inception of the Programme

Section 1

Graduates' Attitude to work before and after Acquiring the new Qualification

This scale is designed mainly to find out the graduates' attitude to work before and after acquiring the degree. All responses will be treated confidentially and limited to the purpose of this study. Your co-operation in this regard will be highly appreciated.

You are required to respond by marking (✓) in any of the columns to each statement on a four-point scale: Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD).

Please note that this is a study of personal opinions; there are no right or wrong answers. So, feel free to indicate your response for all the items.

Name
(optional).....
School/Place of work.....
Post held in school/in the organisation.....

Section 2

Kindly report here on the person in your school who has obtained a degree of the University of Ibadan through the Distance learning programme. For the purpose of this questionnaire, we refer to the person simply as 'he' or 'him', although 'he' may be a lady.

S/NO	STATEMENTS	SA	A	D	SD
1.	He devotes all his attention to his work.				
2.	He feels a sense of pride in his work.				
3.	He feels comfortable to introduce himself as a teacher to people in different professions.				
4.	He does not care to cover the syllabus.				
5.	He uses a lot of materials when teaching.				
6.	He always makes his classroom interesting.				
7.	He does not wait for his students to call him for lessons.				
8.	He is very regular in the class.				
9.	He does not allow students to ask questions in the class.				
10.	Many learners find it difficult to understand what he teaches.				
11.	Most learners consider his subject very easy.				
12.	He is very strict about attendance in class.				
13.	He finds his work highly challenging.				
14.	He gives learners tests in his subject regularly.				
15.	He fills the school records regularly.				

16.	He gives homework regularly.			
17.	He prepares good lesson notes regularly.			
18.	He loves his profession so much.			
19.	He submits lesson notes promptly.			
20.	He regularly prepares good learning aids.			
21	His methods of evaluating students' work are good and appropriate			
22	He* is adequately accessible to students during office hours or after the class.			
23	Students are allowed to participate in class discussions.			
24	Students do not find his subject intellectually challenging and stimulating.			
25	He ensures that in each lesson students learn something considered very valuable.			
26	He is dynamic and energetic in teaching the subject.			
27	His style of teaching does not enhance students' interest.			
28	His learning aids are well prepared and carefully explained.			
29	Objectives are not well stated in his lesson notes.			
30	He marks and distributes home works/ assignments in time.			
31	He reads academic journals and other periodicals related to his subject.			
32	He reads books related to his discipline regularly			
33	He reads newspapers and magazines regularly.			
34	He regularly reads books of general			

	interest.				
35	His discussions show clearly that he is very academic				
34	At staff meetings, his contributions are very scholarly.				
35	He is always concerned about the academic development of learners.				
36	He always reads well in advance for meetings and discussions.				

Section 3

Kindly indicate the extent to which the person on whom you are reporting compares with others in the school that have not gone for the Distance learning training. For each item, kindly tick in just one of the boxes.

	Better than others	Just as good as others	Worse than others
a Class teaching			
b Punctuality to work			
c Attitude to work			
d Dressing			
e Human relations			
f Games and sports			
g Co-curricular activities			
h PTA activities			
i Intellectual activities			
j Role models to pupils.			

Section 4

Kindly indicate the extent to which the person on whom you are reporting compares with himself before and after attending Distance learning training. For each item, kindly tick in just one of the boxes.

	Is better than before the training	Just as good as he was before the training	Worse than before the training
a. Class teaching			
b. Punctuality to work.			
c. Attitude to work			
d. Dressing			
e. Human relations			
f. Games and sports			
g. Co-curricular activities			
h. PTA activities			
i. Intellectual activities			
j. Roles models to pupils.			

Appendix Three

Questionnaire for the Staff of the University of Ibadan Distance Learning Programme

Introduction: This questionnaire is designed to evaluate the University of Ibadan Distance Learning Programme for which teachers are a very important factor. Your candid opinion is needed to help us in this evaluation process. Your responses will be used simply for research purposes and confidentiality is hereby guaranteed.

Section A: Background Information

- i. Name (optional).....
- ii. Department.....
- iii. Sex: Male.....; Female.....
- iv. Age.....
- v. Academic Qualifications:.....
- vi. Academic Discipline:.....
- vii. Teaching Experience:years
- viii. How long have you been teaching in the programme?:
.....yrs.

Section B Physical Facilities

For each of the following items, tick the most appropriate column to indicate the extent to which the stated facility is available.

		<i>Very Adequate</i>	<i>Adequate</i>	<i>Hardly adequate</i>	<i>Never adequate</i>
1	Classrooms				
2	Stationery				
3	Furniture and fittings				
4	Overhead projectors				
5	Chalk				
6	Dusters				
7	Power Point				
8	Audio-visual gadgets				
9	Teaching aids				
10	Course books				

Section C: Personal observations about the course

Kindly respond in sentences to the following items:

1. As a teacher in this programme, what do you think are the problems of the learners?

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2. What are the problems facing the programme? List them.

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3. In your opinion will you say the products of the programme can compare favourably with their counterparts in the regular programme? (Give reasons).

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4. If given a chance, would you opt for:

- a. Continuation of the programme?: Yes.....; No.....
- b. Modification of the programme?: Yes.....; No.....
- c. Cancellation of the programme?: Yes.....; No.....

5. If your answer to 4b is yes, what type of modification you would like to see?

.....
.....
.....

6. Is there a need for improvement of any part of the programme? Yes.....; No.....

If 'Yes' what part of the programme could be further improved. Tick as appropriate:

- i.Course objectives
- ii.Course content
- iii.Course delivery
- iv.Course schedule/time table
- v.Office accommodation
- vi.Student accommodation
- vii.Duration of training
- viii.Others (specify.....)

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Section D

Kindly respond as indicated below by ticking (✓) in the column that best represents your opinion. Use the following key for your responses:

I Strongly Agree: (SA); I Agree: (A); I Disagree: (D); I Strongly Disagree: (SD)

S/No	Statements	SA	A	D	SD
1	The objectives of the programme are very well articulated.				
2	The objectives effectively address the needs of Nigerians				
3	The training programme, in my discipline, is quite intensive.				
4	There is adequate time to complete the training programme.				
5	The training environment is quite conducive to learning.				
6	Physical facilities provided are adequate for the programme.				
7	The course content in my discipline is adequate.				
8	The quality of teaching in the programme is high.				
9	The number of teaching staff of the programme is adequate.				
10	The number of administrative staff of the programme is adequate.				
11	The lecturers in the programme are quite qualified for the task.				
12	Teaching aids are provided for lecturers.				
13	The programme ought to cater for socio-educative activities.				

14	The programme is helping to solve manpower problem in the various disciplines				
15	The programme helps in producing professionals who show wholesome and favourable attitude towards their professions.				
16	The products of the programme are as competent as their counterparts in the regular programme				
17	The programme equips students with adequate professional skills.				
18	The period of training is not long enough to equip the students academically.				
19	The products of the programme are handicapped in the field.				
20	Those on teaching practice are adequately supervised.				
21	For those who are teachers, the programme emphasises academic education more than preparation for teaching.				
22	The cost of the programme to the students is exceptionally high.				
23	Products of the programme have no economic and social benefit from it.				
24	Products of the programme generally show enthusiasm for work.				
25	The students readily accept criticism.				
26	Teaching in the programme is quite fulfilling.				
27	Learners are hardly eager to learn during the class.				
28	Adults are difficult to teach.				

5. Did you notice the nursing mothers performing better or worst than the non nursing has or can have on being a CBS student?
6. Over the years, which gender has been more predominant in the CES classes you have taught, and what will be your general assessment of the performance of the males and the females? (Probe for factors that could have been responsible for the trend of the answer given)
7. What promoting or hindering effects do you think being single or married has had on the performance of the CES students in the course you teach?
8. What (other) general factors in your opinion affects the performance of CES students in their various courses?

University of Ibadan
Distance Learning Programme

**Key Informant Interview Guide for Students on
Factors that Promoted/Hindered Performances of
DL Students in Various Courses**

Date of Interview: _____

Name of Interviewer: _____

Name of Respondent: _____

Status of Respondent: _____

Domicile of Respondent: _____

Introductory Remarks

The Distance Learning Centre (DL) has been in existence for over 15 years and many students have passed through the programme. As a student (former or current) of the Centre, your views on factors promoting or hindering the performances of students are being sought in this interview. It will be highly appreciated if you could kindly spare some time with us in expressing your candid opinions.

1. When were you admitted into the Centre, for what course and when did you pass out?

.....

.....

.....

2. Why did you opt for the external studies programme instead of the regular programme?

.....

.....

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3. What factors in your opinion are generally promoting performance of CES students?

.....

.....

.....

4. What factors in your opinion are generally hindering performance of CES students?

.....

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5. Do you think the Distance Learning students have better learning exposure than the regular students?
(Probe for "why")

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6. Some students were nursing mothers. Did they bring their babies to class? What effects did this practice have on their studies?

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7. Do you think being a nursing mother affects the performance of those students?

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8. What effect do you think marital status (being single or married) have on performance of CES students?

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9 (a) What aspects of your lecturers' performances did you admire most? Why?

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.....

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9 (b) What aspects of your lecturers' performances would you criticise? Why?

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10. What are your aspirations for the future?

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2. What are the problems facing the programme? List them.

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3. In your opinion will you say the products of the programme can compare favourably with their counterparts in the regular programme? (Give reasons).

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4. If given a chance, would you opt for:

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- b. Modification of the programme?: Yes.....; No.....
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3. What factors in your opinion are generally promoting performance of CES students?

.....
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4. What factors in your opinion are generally hindering performance of CES students?

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5. Do you think the Distance Learning students have better learning exposure than the regular students?
(Probe for "why")

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6. Some students were nursing mothers. Did they bring their babies to class? What effects did this practice have on their studies?

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10. What are your aspirations for the future?

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