

Quality Assurance Practices in Distance Learning Institute of University of Lagos, Nigeria

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Abstract

The purpose of this study is to critically assess the quality of the programmes of Distance Learning Institute of University of Lagos, Nigeria. This was achieved through a survey of a sample of 300 students drawn using simple random sampling method, out of 2,233 final year students. The instrument is a self-completion questionnaire. The variables were tested for statistical significance with two-tailed t-test at p values of 0,01 and 0,05. It was found that the quality of staff and lecture delivery; access to admission; curriculum and instruction were satisfactory. However, there were mixed feelings on students' orientation; student' counselling; coverage of syllabus before examinations, and learning resources. It is therefore recommended that the institution should improve on the areas where there are mixed feelings.

Keywords: Quality assurance, curriculum and instruction, faculty support, access, faculty satisfaction and student satisfaction

Introduction

The traditional mode of learning has been the conventional campus-based face-to-face education. people were unable to avail of the conventional

face-to-face education due to constraints imposed by space and time. Over time advancements in technology has facilitated new forms of Learning. Antony and Gnanam (2004) identified the following range of Learning modes:

- Distance education programmes that are delivered through satellites, computers, correspondence, or other technological means across national boundaries
- Twinning arrangements - in which a degree is gained through study in more than one country as result of agreements between institutions in different countries to offer joint programmes
- Study abroad semester or credit earning arrangements similar to the twinning programmes
- Branch or satellite campuses set up by an institution in another country to provide its educational programmes to foreign students
- Sale of proprietary materials such as books, courseware or testing, together with associated services
- Franchised operations - using a third party to give degree -for example a computer company delivering a university computer science degree
- Partnerships for overseas offerings where institution A in one country enters into a collaborative arrangement with institution B in another country to provide one or more of its programmes to students in B's country
- Free-standing programmes operating outside the country of the provider with or without a combination of the above mentioned arrangements
- Corporate universities; and
- Virtual universities.

As at now, technology is integrated into almost all forms of education. Hence, the distinction between the various forms of education outlined above becomes blurred; meaning that there is increasing convergence among them. In the words of Antony and Gnanam (2004), "this convergence has resulted in the use of more broad-based term, distributed learning." They emphasised that, "Distributed learning can occur either on or off campus, providing

students with greater flexibility and eliminating time as a barrier to learning." In this context, distance learning is a subset of distributed learning focusing on students who may be separated in time and space from their peers and the instructor. "It is a system and a process that connects learners with distributed learning resources. It takes a wide variety of forms and the use of electronic media is not necessarily required."

Distance education is a global phenomenon (Antony and Gnanam, 2004). In the United States of America (USA) many universities are very active in distance education, providing distance learning opportunities through online courses. The proportion of universities in USA with distance learning programmes grew from 34% in 1977 1978 to about 50% in 1999/2000(Salmi, 2000) with significant activity in online courses that are offered globally. Some universities come together and float programmes online by contributing courses to the partnership that would make up various combinations for the programmes. There are also corporate universities, significant among which are those of Motorola and International Business Machines (IBM). In Australia, nearly 14% of university students study at a distance (Jones, 2000), and the Australian Government has plans to extend education and skills training to developing countries via the internet. The Open University in the United Kingdom represents 21% of all part-time higher education students in the UK. Open University courses are available throughout Europe and by means of partnership agreements with other institutions in many other parts of the world. Many Dutch universities provide electronic learning environments while in Japan about 34% of higher education institutions use internet for on-line learning. India has ten open universities and about sixty-two distance learning directorates in traditional universities, some of which have gone global with overseas study centres.

In less developed countries, distance learning programmes are present on smaller scale. In Thailand and Turkey, the national open universities enroll respectively about 41 and 38 per cent of the total higher education student population in the home country. As developing countries improve their communication capabilities and internet facilities, their effort at global distance learning increases. In Nigeria, distance education in higher education predates conventional face-to-face higher education. It is on record that many Nigerian pioneer university graduates earned their degrees,

against great odds through home study and correspondence education from the prestigious external studies system of the University of London and were subsequently admitted into elite professions such as law and accountancy (Ramon-Yusuf,2010).

The University of Lagos established its distance education unit in 1974 which was named Correspondence and Open Studies Unit (COSU), as the first dual mode university in Nigeria. The unit was upgraded to the status of an institute in 1979 with the name changed to Correspondence and Open Studies Institute (COSIT) and later in 2004 adopted the name Distance Learning Institute (DLI). Other distance education efforts in Nigeria are the Distance Learning Centre (DLC) of university of Ibadan established in 1988: University of Abuja; Obafemi Awolowo University, Ile-Ife; University of Maiduguri; Federal Open University of Technology, Yola; and the National Open University of Nigeria (NOUN) established in 2002.

Relevance of Open and Distance Learning (ODL)

It is pertinent to highlight the relevance of ODL. The conventional school system provides face-to-face teacher-student interaction, scheduled studies at definite locations and time. Laudable as the formal school is, it does not meet the needs and expectations of some potential learners. It has limitations imposed by lack of space and its time schedules. In Nigeria, the available openings for admission are extremely inadequate for the number of qualified applicants into the Nigerian university system (104 universities) for each admission cycle (Table I).

Table 1: University Admission in Nigeria

Year	No. of Application	No. of Admission	Admission as Percentage of Application
1999	418,292	64,368	19.35
2000	416,318	45,760	11
2001	749,419	90,769	12.12
2002	994,380	51,845	5.22
2003	1,046,950	105,157	10.05
2004	841,878	12,492	14.55
2005	916,371	65,492	7.1

Source: Statistics of Education in Nigeria (1999-2005)

In another dimension, candidates admitted into full time studies may not have the financial resources to fund full time studies. The proportion of potential higher education candidates denied learning opportunity has increased in recent years due to dwindling public funding education on one hand and rising cost of living on the other hand. The foregoing explains why most young Nigerians start work after secondary school education with the hope to go to a tertiary institution in future. Employment dynamics may eventually make a full time higher education study difficult, if not impossible.

The above factors indicate that an important objective of ODL is to widen the access of Nigerians to higher education. The government is concerned with this objective because of the need to provide adequate number of educated and skilled persons to pursue development objectives. Hence, in the National Policy on Education (2004) section 92, the importance of open and distance education was highlighted. Phipps et al. (1998) summarise the relevance of ODL education under four factors:

1. The emergence of life-long learning which goes on beyond school-age education
2. Effort to make education more learner-centred: instruction is largely self-directed, it is more focused and purposeful, and it employs the appropriate level of teacher mediation
3. The desire to provide access to higher education irrespective of where a student lives since learning does not have to take place in the classroom
4. The development of “knowledge media” which describes the convergence of telecommunications, computing, and learning or cognitive science, and includes the capturing, storing, imparting, sharing, accessing, and creation of knowledge.

Quality Assurance of ODL Programmes

Phipps et al. (1998) define Quality assurance in distance learning as “the means by which the institutions or providers get their programme goals and

measure results." They add that the process reviews academic context, pedagogic techniques, resources and support services to see how they combine to enhance the learning environment and ensure student academic achievement. Gandhe (2009) asserts that quality in education has five components: exceptional high standards, perfection and consistency, fitness for purpose, value for money, and transformation capabilities.

Irrespective of the fact that ODL, in the global context, is no longer just augmenting but may displace school-age, and face-to-face learning, there are reservations about ODL education. Olojede (2008) observed that there is the possibility that the graduates of ODL programmes are perceived as inferior to those produced in the conventional higher education system. To meet the laudable objectives and government expectations in ODL programmes, it is important that the public in general and employers in particular see ODL graduates as comparable in quality to graduates of conventional face-to-face programmes.

Mills (199S) identified two dimensions of quality assurance in education: Institutional Quality Assurance Audit and Teaching Quality Assurance. He identified the main features of Teaching Quality Assurance as: peer review, self-assessment, review against provider's own aims, preview visit and a published and public report. Wang (2006) echoed assertions by Fernandez and Lampikoski that client satisfaction is a good indicator of quality, while Belfer (2000) claims that students' satisfaction is a key criterion for institutions to determine quality in distance education. This idea is affirmed by Moore (2000) in asserting that "students' satisfaction is the most important factor for continuing education as it reflects learners' evaluation of the quality of all aspects of the educational programmes." Furthermore, he identified the following five pillars constituting the Sloan-C-Quality Framework:

- Learning Effectiveness - demonstrates that learners who complete the programme receive education that represent the distinctive quality of the institution
- Access - provides means for all qualified and motivated students to complete courses, degrees or programmes in their discipline of choice

- Student Satisfaction - all students who complete a course express satisfaction with course rigor and fairness, lecture and peer interaction, and support services
- Faculty Satisfaction - indicates that lecturers find the programme personally rewarding and professionally beneficial
- Cost Effectiveness - enables institutions to offer their best educational value to learners.

Similarly, Accreditation and Assuring Quality in Distance Education by the Council for Higher Education Accreditation: CHEA (2000) has distilled its standards with focus on seven fundamental elements: (1) institution mission;(2) institutional organisational structure; (3) institutional resources; (4) curriculum and instructions; (5) faculty support; (6) students support; and (7) student learning outcomes (CHEA,2002). Similarly, Wang (2006) concludes that though accreditation agencies vary in their benchmarks governing quality standards for distance education, they have uniformly emphasised these elements: (1) strong institution commitments; (2) adequate curriculum and instruction; (3) sufficient faculty support; (4) ample student support;(5) consistent learning outcome assessment.

The UNILAG Distance Learning Institute (DLI)

The University of Lagos (UNILAG) was established by an Act of the Federal Parliament in April 1962. The primary objective of UNILAG at its inception was the preparation of professionals for the manpower needs of the country. Because of its cosmopolitan environment, the university was also required to provide facilities for part-time studies in such fields as Business Administration, Accounting, Law and Education through Correspondence and Distance Education. The Distance Learning Institute, University of Lagos, Nigeria started in 1974. It was then known as Correspondence and Open Studies Unit (COSU), the purpose of which was to produce university graduates who could not be absorbed in the regular programme due to maturity and for those who already are gainfully employed but who desire to acquire the Bachelors degree, which they missed before employment or which is needed for improvement in job performance at their current position. The COSU metamorphosed to Correspondence and Open Studies Institute (COSIT) in 1983 when it was granted some measure of autonomy by

the Senate of the University. The name of the Institute was changed to Distance Learning Institute (DLI) in 2004. The institute offers Bachelor's degrees in Business Administration, Accounting, Science Education, as well as Diploma in Library Information Science, and Diploma in Mass Communication. Efforts are being made to include degree programmes in other disciplines.

DLI, as now constituted with an enhanced status as that of a college, has its own Academic Board, Management Board, and is empowered to formulate policies, employ its staff and be responsible for academic programmes, examinations as well as supervise its day-to-day affairs.

Purpose of Study

Olojede (2008)'s observation that there is the possibility that the graduates of ODL programmes are perceived as inferior to those produced in the conventional higher education system underlines the critical requirement that quality assessment is done for an ODL programme. In view of this concern for quality assurance, the purpose of this study is to assess the programmes of the Distance Learning Institute (DLI) of the University of Lagos, Nigeria. The attainment of this purpose is attempted in this study through a survey of a sample of final year students drawn from the different programmes offered by the institute. This approach is anchored on the observation of Belfer (2000) that "students' satisfaction is a key criterion for institutions to determine quality in distance education."

Research Questions

Following from the above research purpose, the following research questions are addressed in this study:

- What are the demographic characteristics of the students currently enrolled in the DLI programmes?
- What is the assessment of the DLI students of the teaching staff (faculty) of the DLI programmes?
- What are the views of the DLI students on access to admission into the DLI programmes?
- What is the assessment of the DLI students of the quality of support received by them on the DLI programmes?

- What is the assessment of the DLI students of the quality of the curriculum and instruction of the DLI programmes?
- What is the perception of DLI students of the adequacy of the resources committed to DLI programmes by the University of Lagos; and
- What is the assessment of the DLI students of the learning outcomes experienced by them in the DLI programmes.

Research Method

Sample

The student population of DLI is 10,472, spread as follows: 100 level 2,155; 200 level 1,855; 300 level 1,725; 400 level 3,426; and 500 level 2,233. In view of the objective of this study it was decided that the sample for the study was selected from the 500 level students because they have enough experience of the programme to make an assessment of it. A sample of three hundred (300) students was drawn. The study used simple random sampling method. The students were assigned numbers linked to their university matriculation number. The selected students were picked by the use of random number generator software. The survey instrument was administered at the lecture of each of the sampled classes. Two hundred and thirty (230) respondents representing 77% of the sample size were received.

Research Instrument

The survey instrument was self-completed questionnaire administered on the sampled students. The questionnaire contains sixty-five 5-point Likert-type formatted statements. The respondents were required to indicate their degree of agreement with the statements: (1) Strongly Agree; (2) Agree; (3) Not Sure (4) Disagree; (5) Strongly Disagree. The reliability coefficient of the questionnaire is 0.85.

Research Hypotheses

It is pertinent to determine if a particular statement is statistically significant and whether the respondents agree or disagree with the statement. In this regard, it was necessary to establish the threshold that separates agreement from disagreement. Boundaries for each statement (scaled 1 - 5) was calculated by dividing the serial width (4) by the number of response options (5) and found to be 0.8 (Bozkaya and Erdem Aydin, 2008). Based on this calculation, boundaries for the response options are as follows:

$$\begin{aligned} 1 &= 1 + 0.8 = 1.80 \\ 2 &= 1.8 + 0.8 = 2.60 \\ 3 &= 2.6 + 0.8 = 3.40 \\ 4 &= 3.4 + 0.8 = 4.20 \\ 5 &= 4.2 + 0.8 = 5.00 \end{aligned}$$

The value of 3.41 is the threshold value. Mean values significantly less than 3.41 imply agreement with the statement while mean values significantly greater than or equal to 3.41 imply disagreement with the statement. For all the statements, the hypotheses tested are:

$$H_n\mu = 3.41; \quad \text{and} \quad H\neq 3.41.$$

The variables (statements) were tested for statistical significance with two-tailed t tests (p values are reported for 95 per cent and 99 per cent confidence levels). To ensure the validity of the use of t-tests, one sample Chi square test for normality was done on all the response data. The results of the tests for normality are statistically significant at p-value of 0.0000, for all the variables. See appendix A for results of the Chi square statistical test.

Results

Demographic Profile of DLI Students

The Section A of the questionnaire sought to determine the demographic profile of DLI students. The median age range of the students is 25-30 years which has 47 per cent of the students sampled. The age brackets in order of

importance are 31 - 35 years with 24 percent; 36-40 years 13 percent; greater than 40 years with 10 percent; and 21-24 years with 6 percent.

Most of the students (92 %) are employed, 56 % hold senior job positions, while 33 and 13% hold middle and junior job positions, respectively.

In terms of entry qualifications; majority of the students hold Secondary School Certificate (SSC), while 31% are Ordinary National Diploma (OND) graduates. This finding indicates that SSC and OND holders are the typical catchment for the DLI programme. Higher National Diploma (HND) and Bachelor's degree graduate constitute 7%, respectively.

Quality Assessment

The quality of the DLI programme was assessed in this study in six dimensions: the Faculty (Teachers); Access to Admission, Student Support; Curriculum and Instruction; Institutional Resources; and Students' Learning Outcomes. The results of the statistical tests (t-test) are shown in Appendix i.

Assessment of Faculty

The quality of the teaching staff including tutorial masters was assessed in the following dimensions: Adequacy of the number of faculty; Academic Qualifications; Academic experience; Personality; Empathy for Students; Lecture delivery; Integrity; Regularity of lecture attendance; Punctuality at Lecture; and Knowledge of the courses taught. The respondents had very positive perception of the faculty in all the ten dimensions. All the variables are highly statistically significant at p-value of 0.000. These findings indicate very positive quality for the DLI programme because the quality of faculty is a very important selling point for a distance learning programme.

Table 1: One Sample T-test of Students ‘Assessment of Faculty

Variable	df	Mean	Std. Dev.	t-value	Asymp. Sig.(2-tailed)
Quality of Faculty					
Adequacy of Lecturers	217	2.0229	0.9997	20.485	0.000**
Academic Qualification	220	1.8824	0.9069	-25.042	0.000**
Academic Experience	210	1.9431	0.9495	-22.441	0.000**
Personality	217	2.1422	0.8918	20.989	0.000**
Empathy for Students	215	2.6713	1.0015	-10.840	0.000**
Lecture Delivery	221	2.3108	0.9922	-16.507	0.000**
Integrity	221	2.0811	0.9761	-20.286	0.000**
Regularity of Lecture	222	2.4529	1.0890	-13.125	0.000**
Attendance					
Punctuality at Lecture	220	2.8416	2.3717	-3.563	0.000**
Knowledge of Courses	222	2.1166	1.8319	-10.544	0.000**
Taught					

** Statistically significant at 0.01 probability level; and* Statistically significant at 0.05 probability level

Access to Admission

One of the objectives of the DLI programme is to widen access to university admission, particularly to people in employment. This area of concern was assessed along the following dimensions: Inability to access full-time study; Being in full-time employment; Being “too old” for full-time study; and Inability to access scholarship. All these variables are statistically significant at p-value of 0.000. Of particular significance is the finding that the principal reason for choosing distance learning for the typical DLI student is being in full time employment. The respondents disagreed that the other variables are not reasons for their enrolling in DLI programme. These findings show that LI is actually giving access to university education to people who do not have access to full-time study.

Table 2: One Sample T-test of Students' Assessment of Access to Admission

Access to Admission					
Not able to access full-time programme	203	3.8808	1.5370	3.706	0.000**
Have full-time employment	217	2.2248	1.6377	-10.686	0.000**
Incomplete full-time entry qualification	204	4.3610	1.3455	10.120	0.000**
Too old for full-time programme	220	4.104	1.4595	7.070	0.000**
Non-availability of scholarship	221	4.1216	1.4825	7.152	0.000**

** Statistically significant at 0.01 probability level; and* statistically significant at 0.05 probability level

Student Support

Student support is a key ingredient for the success of a distance learning programme. In this study, student support was assessed in the following dimensions: Availability of course materials; Lecture-Student interaction; Students' counselling. All the variables are statistically significant at p-value of 0.01, except two variables: (1) Students' Orientation (P is 0.480) and (2) Students' counselling (P is 0.075). These findings show that though there are elements of students' support, two key ingredients of students support as indicated above are not given adequate attention.

Table 3: One Sample T-test of Students' Assessment of Students' Support

Student Support					
Availability of course materials	220	3.0814	1.8248	-2.677	0.000**
Lecturer-Student Interaction (Face-to-Face)	215	2.8426	1.1465	-7.273	0.000**
Students' Interactivity (eg. Study Groups)	222	2.0673	2.0090	-9.981	0.000**
Students' Orientation	210	3.5877	3.6509	0.707	0.480
Availability of Course Adviser	216	2.2166	2.5026	-7.025	0.000**
Access to Course Adviser	223	1.6027	1.8405	14.695	0.000**
Quality of Course Materials	220	3.0814	1.8248	-2.677	0.000**
Availability of Students' Counselling	219	3.5518	3.9128	1.789	0.075

**Statistically significant at 0.01 probability level; and*statistically significant at 0.05 probability level

Curriculum and Instruction

Curriculum and instruction were assessed along the following seven dimensions: (1) Regularity of face-to-face lectures; (2) the extent to which lectures and tutorials cover the syllabus; (3) the rigor of the programme;(4) the breath of the curriculum; (5) the adequacy of lecture delivery; (6) Adequacy of lectures' response to questions during lectures and tutorials; and (7) Completion of lectures and tutorials before examination. Respondents agreed that all these variables are satisfactory except (1) the adequacy of the coverage of the syllabus; and (2) full coverage of lectures and tutorials before examinations. This expression of dissatisfaction with coverage of lectures and tutorials emanates from the observation that the DLI programme has more of the characteristics of part-time studies than a distance learning programme. Hence, the emphasis placed on face-to-face lectures and tutorials.

Table 4:One Sample T-test of Students' Assessment

Curriculum and Instruction Face-to-Face lectures are regular	223	2.5938	2.2984	- 5.315	0.000**
Lectures/Tutorials cover syllabus Programme is rigorous	219 201	3.7000 2.9406	2.6051 3.0118	1.651 - 2.215	0.100 0.028*
Breath of curriculum is adequate	212	2.9765	3.1230	- 2.021	0.045*
Lecture delivery is adequate	222	2.5919	3.1849	- 3.836	0.000**
Lectures 'response to questions is adequate	222	2.7534	3.2752	- 2.994	0.003**
Lectures/Tutorials completed before examinations	223	3.5045	3.2379	0.437	0.663

**Statistically significant at 0.01 probability level; and * Statistically significant at 0.05 probability level

Institutional Resources

The adequacy of resources committed to a distance learning programme is a very important indicator of the students' learning outcomes and their satisfaction with the programme. In this study, the adequacy of institutional resources committed to DLI was assessed in terms of the following nine factors: (1) Library stock of books; (2) Library stock of journals; (3) Library opening hours; (4) Size of lecture classrooms; (5) Conducive lecture classrooms; (6) Computer Laboratory; (7) Students' Common room; (8) Students' Cafeteria; and (9) Facilities for Disabled Students. The respondents expressed mixed feelings with the institutional provisions on the following factors: (1) Library stock of books; (2) the conduciveness of the lecture classrooms; (3) Computer Laboratory; (4) Students' Cafeteria; (5) Students' Common room. These findings suggest unsatisfactory commitment of resources by the university to the DLI programmes.

Table 5: One Sample T-test of Students' Assessment of Institutional Resources

Institutional Resources					
Library stock of books is adequate	221	3.1577	4.1036	-0.916	0.361
Library stock of journals is adequate	221	3.0856	2.1498	-2.248	0.026*
Library-opening hours gives easy access	221	2.5991	2.2099	-5.467	0.000**
Lecture classrooms provide adequate space	220	3.9683	4.2259	1.961	0.050*
Lecture classrooms are conducive to learning	220	3.5882	2.5258	1.049	0.295
Computer Laboratory is adequate	221	3.5360	3.8789	0.484	0.629
Students 'Common Room is adequate	222	3.7578	4.0587	1.280	0.202
Cafeteria services are adequate	213	3.6075	4.1208	0.701	0.484
Facilities for Disabled students are adequate	206	4.3092	4.2735	3.027	0.003**

**Statistically significant at 0.01 probability level; and*statistically significant at 0.05 probability level

Students' Learning Outcomes

The ultimate dimension of the assessment of a distance learning programme is the Students' Learning outcomes. This was carried out in this study by determining the degree of satisfaction of the respondents on three factors; (1) Fairness of grading of examinations scripts, assignments and term papers; (2) Rate of progression in the programme; and (3) Current academic standing (performance in the last semester examination). The respondents had mixed feelings with the evaluation of their work. However, overall they expressed satisfaction with the progression in their study and considered their academic standing satisfactory. - WHAT ABOUT THE VIEWS OF THE LECTURERS WHO TAUGHT THEM AND SCORED THEIR SCRIPTS?

Table 6: One Sample T-test of Students' Assessment of Students' Learning Outcomes

Students' Learning Outcomes Grading of examination scripts, assignment and term papers is just and honest	205	3.2816	3.7258	-0.495	0.621
Making steady progress in the programme	220	2.3937	2.7624	-5.470	0.000**
Last semester result was satisfactory	205	2.9806	2.9217	-2.110	0.036*

** Statistically significant at 0.01 probability level; and * statistically significant at 0.05 probability level

Conclusions

The above findings led to the following conclusions:

- The Distance Learning Programme of the University of Lagos has adequate academic staffing. The students of the programme are

satisfied with the quality of the staff and the quality of lecture delivery.

- The programme provides wider access to university admission to people who, being employed, have no access to full time study.
- The students are satisfied with some aspects of students' support but expressed mixed feeling with provisions for (1) students' orientation; and (2) students' counselling.
- The students expressed satisfaction with the curriculum and quality of instruction of the DLI programme but had mixed feelings about the inadequate coverage of the syllabus before the conduct of examinations.
- The students are generally dissatisfied with institutional provision of learning resources.
- Generally, the students are satisfied with the learning experience they have received from the DLI.

These conclusions provide basis for management decisions on improvements to be made on the DLI programme. Of particular importance is that students support, institutional resource allocation, and coverage of the syllabus (before examinations) should be improved.

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APPENDIX A

One Sample Kolmogrov - Smirnov (K-S) Test for Normality

Variable	Df	Mean	Std. Dev.	-value	Asymp.Sig (2-tailed)
Quality of Faculty					
Adequacy of Lecturers	218	2.0229	0.9997	4.402	0.000**
Academic Qualification	221	1.8824	0.9069	4.177	0.000**
Academic Experience	211	1.9431	0.9495	4.438	0.000**
Personality	218	2.1422	0.8918	4.864	0.000**
Empathy for Students	216	2.6713	1.0015	3.586	0.000**
Lecture Delivery	222	2-3108	0.9922	5.389	0.000**
Integrity	222	2.0811	0.9761	4.587	0.000**
Regularity of Lecture Attendance	223	2.4529	1.0890	4.852	0.000**
Punctuality at Lecture	221	2.8416	2.3717	3.959	0.000**
Knowledge of Courses Taught	223	2.1166	1.8319	5.301	0.000**
Access to Admission					
Not able to access full - time programme	204	3.8808	1.5370	3.718	0.000**
Have full-time employment	218	2.2248	-1.580	3.786	0,000**
Incomplete full -time entry qualification	205	4,3610	1.3455	4.475	0.000**
Too old for full - time programme	221	4.104	1.4595	17.358	0.000**
Non-Availability of Scholarship	222	4.1216	1.4825	17.303	0.000**
Student Support					
Availability of course materials	221	3.0814	1.8248	2.903	0.000**
Lecturer-Student Interaction (Face to Face)	216	2.8426	1.1465	2.998	0.000**
Students' Interactivity (e.g. Study Groups)	223	2.0673	2.0090	4.787	0.000**
Students' Orientation	211	3.5877	3.6509	5.007	0.000**
Availability of Course Adviser	217	2.2166	2.5026	4.617	0.000**
Access to Course Adviser	224	1.6027	1.8408	5.563	0.000**

Quality of Course Materials	221	3-0814	1.8248	2.903	0.000**
Availability of Students' Counselling	220	3.8818	3.9128	5.681	0.000**
Curriculum and Instruction					
Face-to- Face lectures are regular	224	2.5938	2.2984	3.652	0.000**
Lectures/Tutorials cover syllabus	220	3.7000	2-6051	4.514	0.000**
Programme is rigorous	202	2.9406	3.0118	4.590	0.000**
Breath of curriculum is adequate	213	2.9765	3.1300	4.605	0.000**
Lecture delivery is adequate	223	2.5919	3.1849	4.897	0.000**
Lecturers' response to questions is adequate	223	2.7534	3.2752	4.516	0.000**
Lectures/Tutorials completed before examinations	224	3.5045	3.2379	4.687	0.000**
Institutional Resources					
Library stock of books is adequate	222	3.1577	4.1036	4.734	0.000**
Library stock of journals is adequate	222	3.0856	2.1498	3.363	0.000**
Library-opening hours gives easy access	222	2.5991	2.2099	3.496	0.000**
Lecture classrooms provide adequate space	221	3.9683	4.2259	5.865	0.000**
Lecture classrooms are conducive to learning	221	3.5882	2.5258	4.216	0.000**
Computer Laboratory is adequate	222	3.5360	3.8789	5.191	0.000**
Students' Common Room is adequate	223	3.7578	4.0587	5.537	0.000**
Cafeteria services are adequate	214	3.6075	4.1208	5.311	0.000**
Facilities for Disabled students are adequate	207	4.3092	4.2735	6.131	0.000**

Students 'Learning Outcomes					
Grading of examination scripts, assignment and term papers is just and honest	206	3.2816	3.7258	4.556	0.0001
Making steady progress in the programme	221	2.3937	2.7624	4.864	0.000**
Last Semester Result was satisfactory	206	2.9806	2.9217	4.731	0.000**

**Statistically significant at 0.01 probability level; and * statistically significant at 0.05 probability level

