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Perceived Challenges to the Development and Expansion of Open Education Resources of Distance Learning Programme in Nigeria

By Beatrice Tayo Ajayi and Dzever, Linus Terry

Abstract

Distance education has faced numerous challenges in programmes' implementation and invariable attainment of objectives during its decade's history. Though, it remains that the distance education provision constitutes a very small component of higher education provision within the Federal education system in Nigeria and Africa. Using a questionnaire, this study examined the extent to which open educational resources, development and expansion of Distance Education (DE) has influenced Distance Learners of the University of Ibadan, in the South- West, Nigeria. This was considered in terms of quantity and quality of the available human resources, infrastructure and material resources as well as the adequacy and relevance for the development and expansion of Distance Education in Nigeria. Findings indicate that University of Ibadan distance education is yet to make full progress in the area of open educational resources as well as development and expansion of Distance Education. Although there were enough course tutors for the programme, the quality was not commensurate to the needs of the programme. Some of the print media (modules) used for instructional delivery were available only in soft-copies, as students are made to pay heavily at Cyber Café to have these modules printed. Challenges of development reported include lack of Wi-Fi facilities for students' use and inability to solve problems of time and scheduling. The study recommends that Governments should provide the enabling environment, the right manpower and infrastructure to build virile distance education programmes that would unlock the potential of many people who may never have such an opportunity because of limited space in the conventional system of instructional delivery.

Keywords: Distance Education, Open Educational Resources, Development, Expansion, Nigeria.

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Introduction

One of the major developments in the field of education in Nigeria and Africa has been the relative growth of distance education. In Nigeria, Open and Distance Education (ODE) has become a policy option for most of the Universities because it's crucial roles towards the advancement of Nigerian development through the promotion of participation in, and access to higher education, at a time when demand far exceeds resources and opportunities available in the conventional educational system. Distance education is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place (Oblinger, Barone & Hawkins, 2001). Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies. Also, this form of education can be employed across the spectrum of learning communities to provide training to place committed individuals and to enhance traditional educational programs (Reed, McLaughlin & Milholland, 2000).

According to Aderinoye, Siaciwena and Wright, (2009), Africa has had a long history in adopting distance education, and today, there are over 140 public and private institutions offering distance education programmes in Africa. Thus, African Universities, like Universities everywhere in the world, are looking to the educational possibilities offered by distance education as well as expanding and improving the systems. There is no doubt that ODL is currently revolutionizing higher education in Africa. There are waves of distance educational revolutions across the African continent from Nigeria to Tanzania; South Africa to the Sudan; Rwanda to Ghana; Zimbabwe to Kenya, etc. African nations are therefore, currently experimenting with different ODL models such as single to dual with a view to increasing access to higher education. However, these developments and expansion represent a starting point in the nature of changes observed over a century of practice in the system (Aderinoye, Siaciwena and Wright, 2009).

In Sub Saharan Africa (SSA), ODL/DE has been used primarily to widen access to basic education and to improve quality in the conventional school system through in-service training of teachers. The reasons behind the acceptance of ODL system of instruction as an alternative approach to teaching and learning in conventional school system in Africa are not totally different from the global ones (UNESCO, 2001a). For instance, geographical and socio-economic circumstances, problems of educational imbalance, the establishment of adult education units and departments in African universities, improved communication systems and the introduction of the postal system in Africa were some of the major reasons (UNESCO, 2001b). However, the demand for high quality education has never been greater. Today, Distance education and Open Educational Resources (OER) are poised to improve access to and quality of schooling for students, self-taught learners, educators, and institutions around the

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world (Okebukola, 2007). Clearly, traditional avenues to quality education are not meeting this demand.

In spite of these remark however, some of the common problems identified in distance education include the need for face -to- face tutorial support (which is expensive) and course material development (which is often unreliable and unsustainable). Professional development of educators is also often limited and sporadic. Administrative systems are often underdeveloped. Course fees are often beyond the reach of the learner. The centre directors' offices in different centres are always invaded by student demanding their course materials which are insufficient in number and unequally distributed to their centers. Students are forced to download or photocopy course materials which they have already paid for. This problem has led to delay in facilitation and conflict between the centre Directors and the student Unrealizable infrastructures make communication systems by way of roads, the postal service and telecommunication facilities and services difficult. There are funding constraints and no ready-made solutions that are applicable in every country.

Okebukola, (2009) noted that with overcrowded lecture theatres and seminar halls there would be a considerable increase worldwide in the number of those seeking higher education through ODL, and today his assertion remains valid. Existing delivery models cannot address the growing global demand for post-secondary education. Many countries do not have the resources to build the number of conventional universities that would be required to meet the future demand for tertiary education. Current information by stakeholders in the higher education sector in Nigeria paints a dismal picture on access. For example, Okojie (2011) reported that the capacity of tertiary institutions in the Nigeria could only accommodate about 250,000 candidates as against the annual demand of about 1,000,000. The prevailing situation leaves one in no doubt that ODE is the way to go not just for now but for the future. However, despite the rapid development and convergence in functionality of open educational resources, expansion and development, there is still a legacy of failed initiatives in attempting to implement effective distance education in African states. The aim of this paper is therefore to evaluate the extent to which the ODL students perceived open educational resources, development and expansion of distance education of the University of Ibadan, Nigeria.

The History of Open and Distance Education in Nigeria

The history of Distance Education in Nigeria dates back to 1887 with the practice of correspondence education as a means of preparing candidates for the General Certificate in Education, a pre-requisite for the London Matriculation Examination. Thus, University of London was tagged the first "Open University". In spite of the establishment of a University College in Ibadan in 1948, many of its academic staff passed through the higher degree programs of the University of London as *distance learners*, which gave them the opportunity to combine work with studies. Consequently, a significant number of Nigeria's early educated elites were products of the British correspondence distance education system. This is the beauty of a well-run Distance Education programme. Today there is an array of Distance Education programs in Nigeria. Among the most prominent of them is the University of Ibadan Open Distance Learning ODL.

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The idea of distance education was conceived by the Department of Adult Education of the University of Ibadan in 1972. The programme was presented at the University Senate in 1976 and the National Universities Commission later gave its approval on the condition that it would be a self-training programme. It therefore started as external degrees and later changed to external studies programmes of the Department of Adult Education in 1988 with courses from the parent department and two other departments – Guidance and Counselling and Teacher Education. By 1993 four more departments joined, namely: Special Education, Library Science, Educational Management and Physical and Health Education (Nigerian Federal Ministry of Education (2004). In 1998, the programme extended to Faculty of Agriculture. In order to be in line with the global development in distance education, the name was changed from centre for “external studies” to “distance learning centre” in 2002 (<http://www.dlc.ui.edu.ng/history.aspx>). In 1976 a special training called “The Correspondence and Teachers In-Service Programme (TISEP), was established in Ahmadu Bello University to prepare middle level teachers for Nigerians primary school. The first independent institution dedicated solely to distance education, the National Teachers’ Institute (NTI) was established in 1978 to give opportunity to unqualified teachers working in the nations primary schools to upgrade themselves and thereby increase the number of qualified teachers required for the implementation of the Universal Primary Education Programme that was introduced in 1976 as well as the Universal Basic Education (NFME, 2004).

At the University of Ibadan, the main thrust of delivery in the Centre’s programmes is through printed materials developed by university lecturers. After registration, students take materials home to study, and then return to the University for a six-week residential session. At this session, they also write a final examination. The Centre established study centers to support students (where they are able to register, collect materials, and organize teaching practical). Currently, the Centre has improved its mode of service delivery in line with the global trend by including e-learning and e-materials. The use of Internet has been employed in delivery of most of its services like the online application for its courses, students’ registration, and circulation of course materials by uploading on the web, among others. In addition, almost all the course materials have been converted into soft copies on CD and uploaded online for students’ wider accessibility. In addition, lectures are delivered through radio to the students. To improve knowledge on the use of computer and Internet, DLC designated some computer training centers to teach its students on various computer packages.

Development and Expansion of Open Distance Education in Nigeria

Distance Education has been phenomenal in Nigeria. The expansion has spanned the five continents and the impact has brought about profound transformations in the personal, social and economic lives of people because of its special features. Distance education has gained significant currency around Nigeria and become the subject of heightened interest in policy-making and institutional circles, as many people and institutions explore the concept and its potential to contribute to improved delivery of higher education around the country. The first move at establishing Distance Education in Nigeria was at the tertiary institutions though not for degree programmes but for agricultural extension courses to farmers. In Nigeria, The University

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of Ibadan and Ahmadu Bello University, Zaria were early providers of such extension services from the early 1960s, via radio and television broadcast (COL, 2001). From about the 1980s, Distance Education was involved more at the higher education level for the training and re-training of teachers and for other areas of human capacity development. Four Universities were to pioneer its use during this early stage, by setting up special units to run Distance Education programmes to meet the increasing demand for higher education. These universities were; the University of Ibadan, Ahmadu Bello University, Zaria, the University of Lagos, and the University of Abuja. At this pioneering stage, there was a non-university status institute, the National Teachers' Institutes (NTI), set up to address the problem of teacher shortage using Distance Education mode, today, over 50 Universities in Nigeria are running open distance education.

Open Distance Education has improved institutions in term of their Internally Generated Revenue (IGR). It is also an avenue for many people to become learned and be better workers in any profession they choose or are currently engaged in (Creed, 2001). Students are allowed to read up to whatever level they want, hence contributing to the economical growth of the nation through better performance. For employers, ODL offers the possibility of organising in-service training for their staff without necessarily releasing them for long periods of productive time. With sufficient number of employees being trained, ODL is often the most cost-effective means. For the government and educational policy makers, the system is a panacea for the perennial problem of provision of equitable and accessible education in an affordable and cost effective way (Adediran, 2008). ODL has also reduced poverty levels among teachers, since programmes are attended while at work. The government too incurs little cost on the training but develops the manpower to improve the economic situation of the nation. Today, Nigerian prisoners or inmates enjoy distance learning programmes in Nigeria so as to be useful to the nation by contributing their quota to the development and economic growth of the nation during and after release. ODL has given tremendous supports to teacher training in the drive to Universal Basic Education programmes in Nigeria. ODL is working towards the development of education and life skills for youth and the management of the available natural resources.

The scope and availability of open education is ever expanding. In every academic year, new resources are being added to the global body of resources already in place. A current problem arising out of this growth is that there is no single comprehensive listing of all open educational resources OER (nor, given the rapid expansion of content online, is there ever likely to be one). Most institutions and educators are instinctively nervous about this, but evidence is now starting to emerge that institutions that share their materials online are attracting increased interest from students in enrolling in their programmes. This in turn brings potential commercial benefits, because the sharing of materials online raises an institution's 'visibility' on the Internet, while also providing students more opportunities to investigate the quality of the educational experience they will receive there. As students are relying increasingly heavily on using the Internet to research their educational options, sharing of OER may well become an increasingly important marketing tool for institutions. All educational institutions, regardless of their primary modes of delivery, need to be making these investments on an ongoing basis if they are serious about improving the quality of teaching and learning. Within the framework of investing in

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expansion and development, though, the most cost-effective approach is to harness OER by learners.

Review of Concepts:

Open and Distance Learning

According to UNESCO (2002), open and distance learning represent approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place and offering flexible learning opportunities to individuals and groups of learners. The use of information resources for independent study and learning makes the distance learning degree programme of the same standard and quality like the regular/full-time programme (Akande, 2011). Furthermore, the rationale behind the running of distance learning programmes is that students could learn from their chosen locations, which could be thousands of miles away. It is therefore expected that distance learning would demand much use of information and communication technology (ICT) and related support services. This would enable the students to access electronic information resources like CD-ROM, Internet, Online Public Access Catalogue (OPAC), and other electronic databases using computers. Distance education is also characterised by the learner taking greater control over what to learn and when to learn it. Even though teachers are responsible for packaging and facilitating students' learning, teacher-student face-to-face contact constitutes a minor part of the learning process. The multi-mode approach, using several media for facilitating teaching and learning is a trademark of effective distance education/open learning (Commonwealth of Learning (COL) International, 2001).

Peratton, Robinson and Creed (2001) defined distance education as 'an educational process in which a significant proportion of the teaching is conducted by someone far removed in space and/or time from the learners. Open Learning, in turn, is 'an organized educational activity, based on the use of teaching materials, in which the constraints on study are minimized in terms of access, entry, or time and place, pace, method of study, or any combination of these. Thus, the concept of open and distance learning suggest an educational approach designed to reach learners in their homes/offices/shops etc, provide learning resources for them to qualify without attending formal classes in person, or create opportunities for life-long learning, no matter where or when they want to study. Hulsmann (2000) had approached the definition of the concept of open and distance learning from the characteristic point of view. He identified four crucial features of distance education as the separation of the teacher and the learner in time or place, or in both time and place and influence of an educational institution necessity for institutional accreditation of programmes and courses.

Open Educational Resources

The term open educational resources first came into use at a conference hosted by UNESCO in 2002, defined as "the open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for noncommercial purposes (Downes, 2006). The definition of OER now most often used is: "open educational resources are digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research". To clarify further, OER is

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said to include: full courses, courseware, content modules, learning objects, collections and journals, software to support the development, use, reuse and delivery of learning content, including searching and organisation of content, content and learning management systems, content development tools, and online learning communities. A closer look at the definition shows that the concept of “open educational resources” is both broad and vague. A wide variety of objects and online materials can be classified as educational resources, from courses and course components, to museum collections, to open access journals and reference works (Fitzgerald, 2006).

Over time the Open Education Resources has come to cover not only content, but also learning and content management software and content development tools, and standards and licensing tools for publishing digital resources, which allow users to adapt resources in accordance with their cultural, curricular and pedagogical requirements. Although the Open Educational Resources (OER) phenomenon is very recent, it is the subject of growing interest. No definite statistics are available, but it has expanded in terms of number of projects, number of people involved and number of resources available. It is a global development, although most resources are currently produced in developed countries. In spite of the lack of reliable figures, it can also be said that OER fosters international co-operation between institutions as well as peer-to-peer collaboration.

Objectives of the Study

The overall objective of this study is to ascertain factors affecting effective implementation of open educational resources, development and expansion as perceived by distance learning students of the University of Ibadan, Nigeria.

The specific objectives are to:

1. Investigate the learner’s awareness and use of open educational resources.
2. Determine the extent of use of open educational resources by distance learners.
3. Identify factors that determine effective use of open educational resources by distance learners.
4. Identify the problems that affect the development and expansion of distance education of the University of Ibadan.

Research Questions

The study generated the following research questions:

Are distance learners aware of the availability of different types of open educational resources in their study centers?

1. To what extent do distance learners use these open educational resources in their study centers?
2. What are the newly improved areas at the Open Distance Learning Center of the University of Ibadan?
3. What are the notable areas of expansion as recently observed by open distance learners of the University of Ibadan?

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Methodology

Design, Population, Sample and Sampling Technique

The descriptive survey was adopted to solicit information from the sampled respondents in order to make general statements reflecting the opinions of the entire population. The target population for this study was all returning Undergraduate students of Open Distance Learning Center (ODLC), University of Ibadan in the South-western, Nigeria. The study took place during the 2015 interactive session at the two major centers; Ibadan main Campus and Lagos center. Students in each of the five Faculties selected for this study (Art, Science, Social Science, Agriculture and Education), participating in the Open Distance Learning Programme of the University of Ibadan, Nigeria. A sample of 500 returning students was selected using the purposive sampling technique. Babbie (1993) point out that purposive sampling involves a conscious selection of typical subjects with particular characteristics and knowledge and understanding about the phenomenon being studied. The 500 selected subjects were believed to have spent more than two years in the University of Ibadan Open Distance Learning Center ODLC, and are familiar with the open educational resources, development and expansion level University of Ibadan ODL programme. Consent for participation was sought; each participant who took part in this research was consulted and agreed on what data was to be collected and included in the research. The privacy, anonymity and confidentiality of respondents was upheld and guaranteed in this research.

Research Instruments, Data Collection and Analysis

A structured traditional students' questionnaire was used to assess students' perception of open educational resources, development and expansion at the University of Ibadan, Nigeria. The questionnaire covers areas of Internet facilities to the students, DLC online electronic materials, and materials on CD, accessibility of study centers by students, expansion of ODL, development at the ODL center, as well as delivery of lectures aired at the University of Ibadan Diamond FM. The first five questions of the survey asked students for demographic information. The method used to gather data to study students' perceptions of effectiveness of distance education at the University of Ibadan challenges this assumption. Five hundred and fifty copies of the research questionnaires were randomly distributed to students in the two surveyed centers. Three hundred (300) copies were distributed in (IBADAN-Main Campus), while the remaining 200 copies were distributed at University of Ibadan ODL (LAGOS-center). All the questionnaires distributed were retrieved, however, fifty (50) copies were declared defunct after they were not returned on time and not completely filled. The questionnaires were collated and analyzed using frequency counts and percentage to answer the research questions. The findings of the study were presented and analyzed. The results of the research questions formulated for the study were presented in descriptive form using tables of frequency and percentage.

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Sample Size

Name of University (University of Ibadan)	Population	Sample
Uni.Ibadan Main Campus	12,300	300
Uni. Ibadan, Lagos ODL Center	4, 411	200
	16,711	500

Results and Discussion

Research Question 1: Are open distance learners aware of the availability of different types of open educational resources in their study centers?

Table 1: Level of awareness of open educational resources

Level of Awareness	Frequencies	Percentage
Yes	196	39.2
No	304	60.8
Total	500	100.0

The result in Table 1 showed that majority of respondents about 304 (60%) of the respondents were not aware of the availability open educational resources such as human and material resources at their study centers, while only 196 (39.2%) of the respondents claimed that they are aware of the various open educational resources at the center. This result implied that there was low level of awareness of the availability of open educational resources which invariably has a negative effect on the level of utilization of these resources by the distance learners. A related study conducted by Akande, (2011) on the awareness of open educational resources particularly the assessment of internet facilities among sandwich students where he discovered that half of the respondents surveyed were not aware of the availability of the open educational resources and majority of these respondents could not use the ICT facilities because they lacked the skills for using them.

The findings of Kavulya (2004) in his study of distance education in Kenya that the students in the four universities studied revealed that majority of the DLC students did not have full access to open educational resources because they were not aware of the availability of these resources at the centers. Despite unavailability of personal Internet to majority of the students, they patronize commercial cyber cafés in order to access Internet. Reasons given by the students for using Internet for their academic purposes include detail, direct, reliable, and accurate information obtained from the Internet on the subject matter; broadening of the knowledge of the students on the subject matter; faster rate of information retrieval than consulting the hardcopy publications; currency of the information; and relevance of the online materials.

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Table 2: Type of (electronic information) open educational resources

Type of electronic information resources	Frequency	Percentage
Audio tape	5	1.
Audio conference	2	0.4
E-mail	127	25.4
CD-Rom	292	58.4
TV/Radio	23	4.6
Videotapes	7	1.4
Internet	15	3
I-pad	19	3.8
E-journal	3	0.6
E-book	7	1.4
Total	500	100

Going by the survey, the result showed that most of the electronic information resources listed above were not readily available to distance learners at the two study centers (Ibadan main center and Lagos center) of the University of Ibadan Open Distance Education. This is revealed in table 2 with only the CD-ROM and e-mailing system being indicated by majority of the respondent with 292 (58.4), and 127 (25.4) respectively. The least available learning resources at the study centers was Audio-conference and E-journal which was indicated by just 2 (1%) and 3 (0.6%) of the respondent. It was also discovered that a large proportion of the respondents made use of the cybercafé within and outside the campus in order to gain access to the electronic information resources especially Internet facility. In congruence with the present study, statistics has shown that there is low level of internet connectivity in Nigerian Universities. A study by Mabawonku (2004) surveyed undergraduates in three Nigerian Universities on library use in the distance learning in Nigeria. Her findings revealed that 62.3% of her respondents had never used video recordings while about 55.6% indicated that they had no access to audio-recordings. 6.8% always use the Internet resources while 79% used the computers regularly and 2.9% always used CD-ROM.

The cost of accessing internet is still very high, despite the adverts numerous communication materials like facilities, most ODL students make use of Cyber Café where they are made to pay so much on hourly basis despite the poor services and slow rate of the servers. Access to unhindered use of ICT tools such as e-mailing system and other internet services have been very low (Asogwa, 2007). Most of the ODL students have no computer education background; hence they are afraid of using one. Some of them go to the extent of hiring experts at a cost to fill their admission, registration and other documents meant for them to fill online. However, the very few who have access to the computers do not know how to use it and take full advantage of its usage. In the same vein, most of the students admitted in ODL programs have no information technology/computer education knowledge because it was not entrenched in the curriculum at their elementary and secondary education level. Not until recently when computer education is been introduced at elementary level and it is not yet a compulsory subject at the secondary level of our education.

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Research Question 3: To what extent do University of Ibadan distance learners use these open educational resources in their study centers?

Table 3: The utilization level of electronic information resources by distance learners

Utilization level	Frequency	Percentage
Within the university campus/study center	51	10.2
Outside the university campus/study center	149	29.8
Cybercafé	282	56.4
The university Library	18	3.6
Total	250	100

The result in Table 3 showed that a larger proportion of the respondents 282 (56.4%) utilized the cybercafé in order to gained access to the electronic information resources especially the Internet facilities and other information from the center not mailed directly to students personal emails. This was followed by 149 (29.8%) of the respondents who claimed that they gained access to the University of Ibadan Open educational Resources outside the university campus, while 51 (10.2%) of the total respondents said to have utilized other means within the university campus to gain access electronics and other material resources from the center. Only 18(3.6%) of the total respondents indicated that they made use of the University Library to access electronic information and other material resources for distance learners. However, it remains that most of the open educational resources available at the centers were being provided on commercial basis i.e. it was not the study centers that were in charge of their provision but commercial ventures within the two study centers especially the Internet facilities, except for the CDROM which was being packaged for students after payment of tuition at the beginning of every academic session. These Internet and online facilitation support services such as open courseware and content, e-mail, newsgroup, remote login, file transfer protocol and worldwide web - www. In addition, these resources provide facilities and capabilities to browse lots of subjects' headings to get what is available at each level of their programme.

The present study supports a number of previous findings that indicated increase in the use of Internet by students. However, the challenges that the students faced in the use of Internet in doing their academic work include lack of personal Internet facility, fluctuation and failure of the Internet network, access to relevant information online, not easy to operate, expensive and costly, and time consuming. In line with some of these, studies have revealed that lack of information searching skills by students has been a significant factor hampering their use of computer and electronic resources (Ramirex, 2003; Anasi, 2006). Based on this, Gui (2007) advocated the need to teach information skills in institutions of higher learning because it has the potential of meeting up with the hurried pace of information technology development in our Universities. Ahmed and Cooke (2008), who note that the provision and improvement in the utilization of electronic resources require continuous sensitization and training programmes for end users, expressed similar views.

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Research Questions 3: What are the developmental areas at the Open Distance Learning Center of the University of Ibadan?

Table 4: Developmental Areas at the Open Distance Learning of the University o Ibadan

Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
I found it easy to read and understand DLC course materials	17	3.4	63	12.6	240	48.	180	36.
I prefer DLC electronic materials on CD than hard copy in book	26	5.2	74	14.8	123	24.6	277	55.4
It is easy to generate and print registration receipts on DLC website	30	6.	65	13.	96	19.2	309	61.8
It is difficult to register on DLC website	61	12.2	59	11.8	92	18.4	288	57.6
I experience difficulties in checking my result on DLC website	311	62.2	99	19.8	56	11.2	34	6.8
I normally obtain adequate information on DLC website when required	57	11.4	33	6.6	84	16.8	326	65.2
Information on DLC website is not up to date	22	4.4	28	5.6	154	30.8	296	59.2
There is no adequate learning materials on DLC website	42	8.4	88	17.6	95	19.	275	55
There is no response whenever I send email to request information from DLC	30	6.	54	10.8	112	22.4	304	60.8
I use to receive email from DLC	10	2.	31	6.2	129	25.8	330	66
I normally listen to DLC information or lecture on the radio station	218	43.6	202	40.4	24	4.8	56	11.2
The DLC is involved in the development and procurement of quality teaching and learning materials for students.	207	41.4	194	38.8	30	6.	69	13.8
The DLC has designed an effective assessment platform for students	190	38.	155	31.	84	16.8	71	14.2

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Table 4 revealed that majority of the respondents in the two study centers' to a great extent agree with the new development at the open distance learning center of the University of Ibadan. Of all the areas observed by the participants, majority of them; 330(66%) agreed that they use to receive e-mails regarding their programmes from the center, while 326 (65.2%) of the respondents says they normally obtain adequate information on the DLC website when required. However, about 309(61.8%) of the respondents admits that they usually generate and print registration receipts on DLC website, and 240(48%) of the study population agreed that they found it easy to read and understand DLC course materials. Also, about 311(62.2%) of the respondents' disagree with the statement that they experience difficulties in checking their results on DLC website.

On the contrary, majority of the respondents says they do not listen to DLC information or lecture on the University radio station (Diamond FM), while 288(57.6%) of the respondents agree that it is difficult to register for courses on DLC website. The least percent of the respondents, about 10(2%) strongly disagree with the statement which says ODL students receive email from DLC regarding their programmes. In general, the findings revealed that most of the respondents rarely enjoy the services often provided by the Distance Learning Center University of Ibadan. These technologies for example which accounts for the phenomenal growth of distance education and which has made instructional delivery flexible is in poor stage in Nigeria. The findings from this study is supported by previous work by Yaqub and Suleiman, (2008), who discovered that infrastructures such technology, electricity and internet connectivity were very critical for meaningful ODL delivery. By implication, there is a huge gap in human capacity development in such areas as instructional design, development and delivery, examination and assessment, student support services and ICT. Poor internet connectivity and students acquisition of IT skills are huge challenges to be surmounted.

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Research Question 4: What are the notable areas of expansion as recently observed by open distance learners of the University of Ibadan?

Table 4: Expansion rate of ODL in Nigeria

Factors	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%
DLC is expanding the limited number of campus-based institutions across Nigeria	239	47.8	181	36.2	62	12.4	18	3.6
DLC has expands and link education with the broader array of resources available to learners	222	44.4	123	24.6	88	17.6	67	13.4
There are sufficient computer systems for computer-based Test (CBT) at the DLC University of Ibadan.	49	9.8	91	18.2	197	39.4	163	32.6
Large lecture theatres for students-lecturer interactive sessions	39	7.8	71	14.2	188	37.6	202	40.4
Overcrowded Lecture Halls	318	63.6	107	21.4	52	10.4	23	4.6
Accessibility of study Centers by Distance learners	134	26.8	76	15.2	104	20.8	186	37.2
Distance learners are overcoming physical distance issues	77	15.4	95	19	225	45.	103	20.6
The University of Ibadan DLC is able to reach out to learners who are unable to attend lectures at the centers	199	39.8	181	36.2	59	11.8	61	12.2
The University of Ibadan DLC has moved to solving time and scheduling problems for distance learners	92	18.4	108	21.6	57	11.4	243	48.6

Table 5 indicated the major areas that determine the Ibadan Distance Education Expansion as perceived by learners. The table showed various determinants of programme expansion like reaching out to learners, solving problems of time and scheduling, physical distance experienced

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by learners, infrastructure (expansion of lecture hall), sufficient computer systems for computer-based Test (CBT) and establishment of study centers to accommodate students from other part of the country. Majority of the respondents express their displeasure at the rate of expansion at the University of Ibadan, DLC. However, majority of the respondents 318(63.6%) strongly disagree with the issue of overcrowded lecture halls, while about 202(40.4%) of the respondents said they attend lectures and interactive session in large lecture theatres at the University of Ibadan DLC. However, 239(47.8%) says the DLC of the University of Ibadan is not expanding on limited number of campus-based institutions across Nigeria, and about 222(44.4%) of the respondents say the little expansion so far has not link education with the broader array of resources available to learners. On the contrary, about 103(20.6%) says the Center is expanding to overcome the programme of physical distance experienced by learners.

Despite the keenness by institutions of higher learning to establish distance education programs, they are confronted with enormous problems that may have impeded its proper implementation. An investigation by Yusuf (2006) discovered that distance education movement in Nigeria is on a stand still because of certain barriers which are beyond the Foundations' work compare to its present state. The expansion of distance education is somewhat dependent on infrastructural development, access to technology specifically, access to devices and to broadband Internet service. There are instances of open educational resources being used successfully in print format but its accessibility through electronics information resources remain low. While many thought that distance delivery would increase the reach and capacity of students for learning, however, Okebukola (2002) noted that the degree of interaction between the centers and students is typically low for distance-delivered.

Another common feature in some distance education programmes is the inclusion of a lengthy 'residential' session (typically at least six weeks interactive session), which effectively serves as preparation for examinations, and is also used to administer examinations. In some cases, it appeared that this session had specifically been introduced to overcome weaknesses in course materials (or even the absence of course materials). The inclusion of such a session no doubt makes participation by working students more difficult, and also raises concerns about the underlying pedagogical design of programmes. For example, in instances where a long period in residence is necessary, typically all assessment takes place during that period, thus significantly reducing opportunities for providing learners formative feedback on assessment (very few programmes provided structured opportunities for supporting learners in this way) (Okebukola, 2002).

Conclusion

In conclusion, this literature surveyed observed that Nigerian and Sub-saharan African Universities, like any other in the developing countries, are still battling in their efforts to achieve the stated goal of education for all, even though education is one of the major prerequisites for human and economic development of any Nation. Attempts to close the literacy gap have led to the new emphasis on open educational resources, development and expansion of Distance Education in a Nigerian University. The literature reveals some of the determinants of effective use of open educational resources, development and expansion of distance education in

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Nigeria. The literature and result evidence indicate that University of Ibadan and some of the Universities in Sub-Sahara Africa are yet to make full progress in the area of open educational resources as well as development and expansion of Distance Education. It is therefore recommended that: Governments should provide the enabling environment, right manpower and infrastructure to build virile distance education programmes that would unlock the potential of many people who may never have such an opportunity because of limited space in the conventional system of instructional delivery.

Recommendations

African Governments must provide the enabling infrastructures, financial and otherwise for ODL to thrive if the continent is to achieve its vision for education which requires that the majority of her citizens have access to education. Many learners feel that instructional models must be provided with an orientation to distance learning, technology training, and on-going technical support. Currently, no standard of competency exists for distance education, but specific instructors' skills in program design and delivery, technology application, evaluation, etc. are highly valuable.

In addition, academic institutions should share in the responsibility for provision of continuing open distance education and training to build proficiencies related to the model of distance education in which instructors will be involved and the technologies they will be using. There should be National policy on distance education by African governments. There is also need for government policy to make computer literacy compulsory irrespective of the level and course of study. Thus, screening for admission in distance education should include practical demonstration of ICT/Computer literacy skill by the prospective students.

Finally, student support for distance education requires unique considerations. Technical support staff and web-based development are needed to support open distance educational delivery of online programme. Colleges and universities currently have fewer IT support staff than is recommended for governments. Instructional support services facilitate the application of technologies and distance learning processes. While many thought that distance delivery would increase the reach and capacity of faculty for teaching, it was quickly noted that the degree of interaction between lectures and students is typically greater for distance-delivered than for traditional courses. Moreover, in many settings, and particularly for those managing transfers of teaching technology from traditional means to distance delivery, instructors' roles should be expanded to include being content experts, curriculum design, project managers, etc.

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