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Total Quality Management and Students' Attitude as Predictors of Choice of University of Ibadan Distance Learning Programme

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Abstract

This work establishes the essence and place of Distance Learning Programme (DLP) in creating more access and opportunities to higher education in the world, particularly in a developing country like Nigeria. It examines the effect of the use of TQM in UIDLP and students' attitude to DLP respectively on the choice of University of Ibadan DLP and their composite effect on Students' choice of University of Ibadan Distance Learning Centre. Samples of 100 subjects each from the two sets (200 and 300 levels) of students were selected for the study. Two instruments developed and validated by the researcher were utilized to gather data. The data were analysed using regression analysis and ANOVA to find how choice was predicted by each and interactively as well as the magnitude of their respective contribution. The results show that TQM contributes averagely positively to students' choice of programme in 200 level which is higher than what obtained in 300 level (a low positive relationship). The correlation coefficients were 0.460 and 0.056 respectively. At 300 level, students' attitude had a negative relationship with choice of DLP, which was also low but not significant correlation of ($r = -0.156$.) Students' attitude correlates with their choice of DL at 200 level at $r = 0.248$ (a low but significant and positive coefficient). However, the joint contribution of TQM and attitude on choice of DLP was a little over average (0.524) at 200 level and low but significant relationship of 0.249 at 300 level respectively). Recommendations based on these were made and these include: making the DL programmes more qualitative through the proper use of the TQM in all its ramifications, giving

orientation to both staff and students on the value and use of TQM, in order to engender positive change in students' attitude towards DLP, and adequate funding of the programme for total quality improvement.

Introduction

Literature is replete with reports that, before and at the turn of this 21st century, conferences on education for all were held and decisions to make education accessible to all were taken (van de Sand, 2005; Almazan-Khan, 2005; and Abdulaeva, 2006). To achieve this laudable goal of educating the entire world's citizenry before the end of the first quarter of the 21st century, various nations are being encouraged to put relevant policies in place to facilitate its realization on schedule. In this wise the Association for the Development of Education in Africa (ADEA) in its 2002 & 2003 reports (ADEA, 2004) notes that though demand for education is increasing yet the budgetary allocation to the sector in Sub-Saharan Africa (SSA) is in real terms on the decline. Subsequently the issue of accessing education through distance learning has gained unprecedented prominence. A careful observation of the goings on in the Nigerian education sector, particularly with reference to admission into higher institutions of learning, reveals that much is left to be desired as the number of those admitted into Nigerian tertiary institutions annually is a far cry from the demand for spaces at that level.

It is obvious that distance learning programmes in Nigeria are yet to meet this increasing demand of providing alternative means of acquiring higher education, even though many universities have instituted their own distance learning programmes as a way of ameliorating the shortfall in meeting the admission demand of Nigerians by formal education. In fact less than a quarter of those who seek admission annually get admitted (Salim, NTA 9 O' Clock Network News, July 11, 2006). The University of Ibadan Distance Learning Centre (UIDLC) is only able to admit much less than three thousand persons a year while the University of Lagos Distance Learning Institute admitted less than five thousand students annually. Yet the purpose of placing emphasis on distance/open education is to use it to bridge the gap so created by the

inability of conventional universities to meet the ever increasing demand for admission (ADEA, 2004). Nigerian National Policy on Education, FRN (2004) gives prominence to open and distance learning having a whole section devoted to it like the various tiers of education. It defines open and distance education as 'the mode of teaching in which learners are removed in time and space from the teacher'. It further describes open/distance learning thus: *'It uses a variety of media and technologies to provide and /or improve access to good quality education for large numbers of learners wherever they may be'*. This description gives rise to the question as to whether the idea of giving and providing 'access to good quality education to the learner wherever they are', is being achieved through distance education in Nigeria.

Other definitions essentially agree with this definition which summarise and synthesizes the others (ADEA, 2002; Egunyomi, 2001; Peters, 2005 and Panda, 2005). The features derivative from the definition can be stated as follows: Accreditation to provide instruction and certification; use of various media of instructional delivery- print, radio and TV broadcasting, video and audio, computer-based learning and telecommunications; provision of two-way communication, allowing for learner-tutor in spite of the separation in time and space; and the possibility of face-to-face meetings, learner-to-learner interactions, library study, and laboratory or practice sessions.

ADEA (2002) views open learning as follows:

A philosophy of learning that is based on the principles of flexibility to increase access to and equity in education.... In this context learners are allowed to determine what they want to learn, how they want to learn, when and where to want to learn, how to get their learning assessed and what to next in terms of career direction.

Open employs same methodologies with distance learning/education (DL or DE). The difference between the two lies in the degree of flexibility of the programmes. The open learning is more flexible in making its programme more accessible as it is implied in its definition.

Kanshik, Garg and Dikshit (2006), Panda (2005), Peters (2005) and Umoru-Onuka (2001a) believe that management (including planning) is central to and an essential part of distance learning. Onuka (2004b) posits that management is an everyday phenomenon in which everybody is involved in at one degree or another. Yet Onuka (2004b) defines management as *performing the role of forecasting, planning, organizing, implementing and monitoring* (FPOIM). Synthesizing various views, management is *forecasting, planning, budgeting, organizing, implementing, monitoring and evaluation* (FPBOIME) *with an inherent feedback mechanism*. It is thus systematic and dynamic, and a continuous process that gives feedback to the system for systemic improvement.

Of the various management styles, management by objectives and Total Quality Management (TQM) are important and very effective because they have people at the centre of their principles and practices. However, TQM looks beyond the boundaries of an organisation and extend prominence to the interest of its clientele (Birnbbaum, 2001; Umoru-Onuka, 2003 and Ojo, 2006). It is a management style programme that is quality-centred, customer-focused, facts-based, team-driven and seminar-led aimed at providing satisfaction to the organizational clientele and the realization of organizational goals/objectives (Ojo, 2006).

Essentially TQM has the following four major components: Total commitment to quality; total commitment to students' satisfaction; total commitment to continuous quality improvement i.e. always striving for programme improvement; and total commitment of both the programme and teacher to each other.

These imply that the objectives of the must be clearly spelt out, ensuring that the programme meets the expectation of the students, ensuring that things are done right the first time, on time and at all times; clientele and clientele value; continuous improvement of programme; process and system i.e. processing input to add value to the input and system is the collection of processes and resources (Umoru-Onuka, 2003); While the goals as summarized by Umoru-Onuka (2003) are: Students' satisfaction; continuous programme improvement; and increased productivity/benefits.

According to Birnbaum (2001) TQM is a comprehensive philosophy of 'living and working in organizations,' for organisational improvement. Its essence by this definition is quality improvement. Its application to the education sector was propelled by the fact that educating people was viewed as the same as the business of producing goods and services in an economy (Nicklin, 1995; and Melissaratos and Arendt, 1995). TQM is applicable both in the industry and in education because both deal with the quality of people. The success of any programme to some extent depends on attitude of people for whom it is meant to the programme. Thus attitude is important in the use of any tool and in effective learning, as a negative attitude can destroy an otherwise good programme or intention.

Okwilagwe (2001) describes attitude as a moderately intense emotion that predisposes an individual to respond consistently in a favourable or an unfavourable manner when confronted with a particular object. Okwilagwe then posits that the development of the right attitude to one's academics is a basic learning outcome of intrinsic worth. Onabamiro (2005) concludes that attitude of the student to learning is very significant because it significantly contributes to his success in learning or otherwise. Onabamiro (2005) states that there is no standard definition, yet describes it as the predisposition or tendency of an individual to respond either positively or negatively to learning, situation, concept, subject, another person or to a programme. Thus, attitude could be seen as the state of preparedness of an individual to respond one way or the other to a particular situation or programme. Often there are factors within or outside of an individual propelling him to respond in one direction or another to a particular programme or event. Attitude here thus means: students' disposition to the programme i.e likeness of the programme; the available courses; willingness to study under the programme or otherwise; appreciation of the content of the programme; disposition to UIDLP staff; mode of communication by UIDLP (vide advert, prospectus and printed matters) and likeness of the instructional modes as enunciated in the prospectus as well as the mode of the advertisement of the call for applications for admission.

Some studies have found that attitude influence students' learning one way or another. Attitude also affects choice. Of course attitude is the manner in which responds to a programme or event or any other thing. For instance, Okwilagwe (2001) observes that undergraduates have different attitude to their academic work (both positive and negative), whereas Onabamiro (2005) even though agreeing that attitude can influence learning or even the choice to be serious with the study of mathematics, yet Onabamiro contradicting Bassey (2002) found that students' attitude toward mathematics had no significant effect on achievement in the subject. Bassey (2002) found that attitude toward mathematics affects the choice and subsequent performance in the subject by the students. Clearly it has been shown that attitude contributes to choice of place of education and all that affect life (Arowojolu, 2004). It was also discovered that students' attitude to the use of e-learning, unlike the teachers' was conservative, in the study carried out by Vasiliki, Garyfallos, Costas and Dimitrias (2006).

Melissaratos and Arendt (1995) and Nicklin (1995) report that the application of TQM in higher education in the US proved successful because of the positive attitude to its application in the education. Ojo (2006) discovered that people are aware of the importance of the use of TQM and that TQM enhances students' performance. Umoru-Onuka (2003) shows very clearly that the use of TQM in some Nigerian schools yielded good results and tremendous improved teaching and learning.

Authorities have also shown that distance learning programme is a supplement to the formal institutions as it takes up what the former is unable to provide and fill up the gap so created in terms of admission and even quality education (Khan, 2006; and Singh and Salooja, 2006). Oyebade (2003) suggests that the choice of wrong courses causes unemployment. Egunyomi (2001) concludes that DLP is provides opportunities of education to the marginalized. Choice principally means choosing one programme instead of another. In other words preference for a mode of instruction, time of programme, operation of the programme, fees, and opportunities provide by the programme. As inferred in Oyebade (2003) choice is influenced by a number of factors,

among which are preference for the object over others, quality of the object, peer-influence, cost or value of the object, attitude of the choice maker to object. Choice is normally made based on some predetermined factors. It is a known fact that TQM promotes quality, so choice can be based inadvertently or inherently on TQM via quality of product or service before choice is made just as attitude towards a thing will its choice or otherwise by the chooser. Therefore, could TQM as inherent in the programme and attitude towards the University of Ibadan Distance Learning?

The University of Ibadan Distance Learning Centre (UIDLC) began as external studies unit of department of adult education in 1988 until 1993, though conceived in 1972. The Centre got transformed to Centre for External Studies in 1993 when more departments in the faculty of education participated in the programme, by the year 2002; it got upgraded into distance learning centre with a status of a faculty (UIDLC prospectus, 2006 edition). UIDLC does not have academic staff of its own, but rely on those of the participating departments. However, its university of Lagos counterpart has its own academic staff (University of Lagos Distance Learning Institute Prospectus, 2002-2005). The Faculty of Agriculture joined the programme in 1998. Besides no other faculty has participated before though plans are afoot for others to become part of the programme. It has information centres in Lagos, Abeokuta and Ile-Ife which indicates its geographical coverage is still restrictive. It also runs diploma courses in the faculty of education and in departments of theatre arts and statistics. However, the centre simply uses the print media vide printed instructional booklets in the various courses being offered.

The total enrolment figure of less than 5000 students in UIDLC cannot in any way ameliorate the shortfall in admission of students to regular universities, whereas distance programmes are expected to close the gap in admission created by the inability of the regular university programmes to absorb all the candidates applying for placement. In fact, the cumulative student enrolment from inception in 1988 up to 2002/session was put at 6306 (Ayodele, Araromi, Emeke and Adegbile, 2005). The figure for 2002/2003 session was just a paltry figure of 348. Thus,

TQM which is a management style that enhances programme quality improvement must be employed to motivate people for improved and quality achievement or productivity. TQM is also a motivator that can be used to predict outcome of performance of the 'motivatee' – the student. TQM can indeed be used to motivate clients to choose one's product/service. Thus it could be utilized to motivate students to choose a particular place of study because of the conducive environment and quality it creates for both the organisation and its clientele.

Thus, this research was primarily designed to investigate the extent to which the application of TQM in distance learning programmes and students' attitude toward distance learning respectively and jointly determine the students' choice of the University of Ibadan Distance Learning Centre.

Research Questions

Three Research questions were addressed.

- 1) What is the composite contribution of TQM and students' attitude to DLP, to students' choice of UIDLP?
- 2) What is the relative contribution of each of TQM and students' attitude to DLP, to students' choice of UIDLP?
- 3) What other reasons contribute to students' choice of UIDLP?

Methodology

The study was carried out ex post facto as none of the variables was manipulated, because their occurrences had already taken place.

Two-stage sampling procedure was adopted as follows: First, purposive sampling technique was adopted to select the University of Ibadan Distance Learning Centre because Ibadan is the capital of the former Western Region of Nigeria. Courses were randomly chosen and 100 students each were then selected at random from these courses at two levels (200 and

300). Only students with adequate knowledge of TQM were included in the sample.

Two instruments namely: Total Quality Management-Distance Learning Programme (TQM-DLP-choice questionnaire) and Attitude-DLP-choice rating scale were developed and validated by the researcher with cronbach alpha coefficients, (internal consistency/construct validity), of 0.740 and 0.693 in the case of the former, and 0.765 and 0.704 in the case of the latter. The TQM-DLP-choice questionnaire consisted of validated thirty items, and the validated Attitude-DLP-choice rating scale has the same number of items. During the validation exercise, the instruments were administered on 30 students comparable to the actual sample. A general closed-ended item to elicit any other reasons for the choice of distance programme if any was added to the instruments. A preliminary study was conducted to ascertain students' level awareness of TQM conducted before the TQM instrument designed. Those ^{later} had prior knowledge were ^{not} included in the study.

The instruments were administered by the researcher and his two trained assistants on the sampled students at the two levels during one of their contact sessions (in 2004/2006).

Multiple regression and Analysis of Variance were used to analyse the data in order to determine how much the independent variables predicted the dependent and what the contribution of each was. The responses to "other reasons' question" were qualitatively analysed.

Results and Discussions

This aspect presents the results of the analysis based on the research questions.

Research question 1: What is the joint contribution of TQM style and students' attitude to students' choice of University Distance Learning Programme?

Table 1: Joint contribution of TQM and attitude to students' choice of University of Ibadan distance learning programme

Parameters	200 level	300 level
R	0.524	0.249
R ²	0.274	0.062
F	18.31	3.200
Significance	0.000	0.045

Table 1 shows the joint effect of TQM and students' attitude to choice of university distance learning programme. From table 1, the R for 200 level (0.524) shows a little above average joint relationship between TQM and attitude and choice. The R² (0.274) further confirms that the joint contribution of the two variables to choice is in 27 out of every 100 cases. For 300 level, R (0.249) is a low value and the R² reveals that in every 100 cases, the joint contribution of the two variables to choice is 6 out of every 100. The F values of 18.31 and 3.20 for 200 and 300 levels respectively at significance level of 0.000 and 0.045 respectively show that the relationship is better in 200 level than 300 level.

Research question 2: What is the relative contribution of TQM style and students' attitude to students' choice of university distance learning programme?

Table 2: Relative contribution of TQM and attitude to students' choice of University of Ibadan distance learning

	200 levels				300 level					
	Unstandardized coefficients		Standardised coefficients	T	Sig level	Unstandardised coefficients		Standardised coefficients	T	Sig level
	B	Std Err				B	Std Err			
Constants	67.8	7.62		8.91	0.00	62.6	7.28		8.60	0.00
Attitude	0.28	0.10	0.254	2.883	0.005	0.19	0.10	0.03	0.25	0.09
TQM	0.36	0.06	0.509	5.777	0.000	2.50	0.08	0.26	2.47	0.00

Table 2 shows the beta values for attitude and TQM under 200 level to be 0.254 and 0.509 respectively. This reveals that TQM which has a better beta value determines the choice better than the attitude. However, in the case of 300 level, the beta values for attitude and TQM are 0.03 and 0.26 respectively. This also indicates that TQM is the better predictor of choice than attitude of the students to UIDLP.

Table 3: other reasons for choice of UIDLP by students

S/NO	REASON	AGGREGATE PERCENTAGES
1	Proximity	87
2	Premier University Syndrome	52
3	Last resort/frustration	67
4	Opportunity to work and study	59
5	Quality/standard of programme	71
6	Financial incapability	48
7	Good programme organization	73

Here we see how other factors not directly under this study had affected students' choice of UIDLP outside of TQM application and the students' attitude to distance learning.

Discussion

The combined influence of the two variables (TQM and attitude) on choice of distance learning programme in the two levels was positive and significant. However, many of the students opted for distance learning programme for some reasons other TQM result and their attitude towards the programme viz: inability to secure space in the regular university and the fact that DLP enables them to study for higher qualification while still working which also invariably increase their productivity at work as well as improve their earning capacity thus raising the per capita of the Nigerian economy. Table 1 shows the joint contribution of both TQM and students' attitude to choice of University of Ibadan Distance Learning Programme. From table 1, the R for 200 level (0.524) shows a little above average joint relationship between TQM and attitude, and choice. The R² (0.274) further confirms that the joint contribution of the two variables to choice is in 27 out of every 100 cases. For 300 level, R (0.249) is a low value and the R² reveals that in every 100 cases, the joint contribution of the two variables to choice is 6 out of every 100. The F values of 18.31 and 3.20 for 200 and 300 levels respectively at significance level of 0.000 and 0.045

respectively show that the relationship is better in 200 level than 300 level.

These findings confirm the views and findings several scholars that both attitude and TQM do affect clients' choice of product or service ((Vasiliki, Garyfallos, Costas and Dimitrias, 2006). It also tends to confirm the findings of(Okwilagwe, 2001 and Bassey, 2002) that the quality of instruction can elicit students' favourable attitude to academic work in Geography, choice of, learning and achievement in mathematics is dependent to a large extent on positive attitude of students towards the subject matter, but also agrees with the finding of ((Onabamiro, 2005) that attitude and achievement are mutually exclusive though attitude affects choice of a particular subject. If this relationship of students' attitude and choice of programme is to be improved, then the application of TQM should be spread to all facets of distance learning and it will likely improve the attitude of the students towards getting registered with distance learning as there are not sufficient spaces in the universities and as they will feel welcomed by reason of improved systemic quality. The not so favourable students' attitude to DLP might also be to the fact that the various instructional media of DE are yet to be fully engaged by DLPs in Nigeria and particularly by UIDLP.

The relationship between TQM and choice of University of Ibadan DLP, higher than the relationship between Attitude and Choice of DLP by 200 level students, is nevertheless an average kind of relationship (see table 2 above) and shows that some other factors might have significantly affect students' choice of a university DLP. These include proximity of the programme site for ease of registration and other on site transactions as the students claimed in their any other reasons response, for cost – effectiveness on their own part. The result, however, confirms the findings that students' attitude to the use of e-learning since that is a major tool of distance learning was conservative, unlike the teachers' attitude towards the same thing in a study carried out by (Vasiliki, Garyfallos, Costas and Dimitrias, 2006). It also tends to contradict the findings of (Okwilagwe, 2001 and Bassey, 2002) that the quality of instruction can elicit students' favourable attitude to academic work in Geography, choice of, learning and achievement in mathematics is dependent to a

large extent on positive attitude of students towards the subject matter, but also agrees partially and partially respectively with the finding of ((Onabamiro, 2005) that attitude and achievement are mutually exclusive though attitude affects choice of a particular subject. If this relationship of students' attitude and choice of programme is to be improved, then the application of TQM should be spread to all facets of distance learning and it will likely improve the attitude of the students towards getting registered with distance learning as there are not sufficient spaces in the universities and as they will feel welcomed by reason of improved systemic quality.

The above findings which hold for the 200 level students also hold for the 300 level students though in a lesser magnitude in both cases i.e. in terms of TQM and attitude. In the case of the 300 level students, TQM has a little higher relationship coefficient than that of students' attitude, but both were positive and significant, signifying that both relate with choice of DLP in the same direction. It, however, still shows that not much of the teeming population seeking admission into universities in the country are taking advantage of the university distance learning institutes in Nigeria, unlike the situation in South Africa where distance learning programmes are taking up substantial chunk of university admission seekers (Oludotun, 2001), this is possibly because attitudinal change is not easy to bring about. The 'unfavourable students' attitude towards the programme might also be as a result of the fact the number of courses available to them are few compare to what obtains in the rest of the University of Ibadan as can inferred from the study by (Ayodele, Araromi, Emeke and Adegbile (2005).

While TQM application affects Choice significantly at the two hundred level, it was not so much in the view of the three hundred level students probably because its practice when they entered the programme might have not advanced as much as at the entry of the lower level. It implies that TQM practice might had just begun in UIDLC, and not yet in all of its ramifications as depicted by the average level of influence it has on the choice of a university distance learning institution at the former level, which nevertheless is higher than the low level in the latter. However, it also confirms the finding of

Birnbaum (2001) to effect that TQM improves service delivery in the education sector of the USA since it is a continuous quality improvement process (Nicklin, 1995; and Melissaratos and Arendt, 1995). The better environment and quality management of instructional materials and other programme elements are an improvement over what used to obtain and must have been responsible for why TQM application in UIDLC possesses greater relationship index in the choice of DLP than obtained in the case of students' attitude at both levels. It might also be because of the fact that by the time, the 200 level students entered the programme, DLP was fast becoming an integral part of UI.

The average & low coefficients of TQM's influence in the choice of UIDLP is due to the fact that students believe that the staff's attitude towards students is yet to be TQM compliant in the programme, as the human and public relations of some of the staff are not yet fully in conformity with the TQM's principle of customer-centredness (which the students are). It is also a fact that environment and staff attitude can influence students' attitude to choice of subject and place of learning (Arowajolu, 2004), thus management and staff attitude particularly the non-academic who manage students' admission and registration processes must change, if the prospective students' attitude must change positively towards distance learning programme so that they may become the providers of the much needed access and equal opportunities to higher education in Nigeria as the conventional university system cannot meet the existing demand for admission spaces in the system. It must also be noted that funding is essential to running any system well, thus the need for well-funded university DLP's cannot be over-emphasised (Umoru-Onuka, (2001b), therefore, since university DLP's are self-financing, money must be properly plowed back into them to make them more attractive with the complete application of TQM in all facets of the programmes for improved quality service delivery so that students' attitude to DLP will positively change because better quality that the programme would likely to impact positively on attitude towards the programmes as a result of better funding and funds management. Proximity and cost-effectiveness were other reasons given by students for their choice of DLP.

These are so because the DLP's are yet to evolve modern distance learning methodologies other printed materials. The problem of constant power outages also affect the quality of services provided by distance learning programme in Nigeria because if its services were to be very effective it must rest almost rest squarely on constant power supply as most distance learning methodologies are power supply dependent. With student populations of less than five thousand students in Ibadan DLP, the provision of access to education by distance learning programmes in Nigeria is still low and it is partially due to the poor attitude of students towards distance learning programme seeing it as second best, because they do not see it as being at par with the regular university programmes. One additional cause of poor students' attitude towards distance learning in Nigeria is the limited coverage of disciplines in the programmes. Perhaps if there are academics on its own staff, the practice of TQM would have been more manifest and there would also greater quality improvement which will invariably attract students to its courses. Neither the high fees vis - vis what is obtainable in the regular programme which by far lower will deter those who chose nor the longer period of time it takes to complete the course hence mention was made of either in their responses.

In answer to question three, the students listed proximity, financial handicap, last resort/frustration, the opportunity to both study and work at the same time, premier university status quality/standard of the programme and good programme as some other reasons why they had chosen to study under UIDLP instead of the regular programme. These show why the predictive values for both TQM and attitude vis-à-vis choice of UIDLP are not very high because these other factors play their own roles in the choice of UIDLP and the TQM predicts choice better because good organisation is part of TQM and indeed management itself. The implications of these are that

Conclusion

The importance of distance as a means of broadening the admission base for institutions of higher learning in Nigeria cannot be overstressed just as the relevance of the application of TQM in any enterprise including the education sector in increasing the clientele or the market for its products or inputs cannot be downplayed. Therefore, the need to enlarge the level of the provision of access to education through distance learning must be taken seriously by applying wholesomely the principles that make the management, employees and clients, in this case, the students relevant in its planning and operation. The programmes must fit into the need of the time and be TQM compliant and when that takes effect it is likely to affect the attitude of the students to the DLP and thus creating better access to the higher education through distance learning. From every indication the staff and student had not have enough orientation in the use and effect of TQM in the school system. Distance Learning programmes must be made and seen to possess the same quality with regular university courses in order to effect a positive change in the attitude of the prospective learner towards its programmes. Application of TQM in distance learning programmes in Nigeria would also imply the expansion of the current such programmes to cover more disciplines.

Recommendations

Arising from the findings, discussion and conclusion above, the following recommendations were made: The staff and students of learning institutes/centres need some orientation on the principles and use of TQM in distance learning programme; the practice of TQM should be manifested in every segment of distance learning programmes like the use of modern DL instructional media such as the internet, TV, Audio and Video learning materials where the students can at their leisure listen to or visualize their 'untouchable' in action delivering lecture to his 'invisible' students and endeavour to make the print instructional materials self-explanatory to a self-learning student. They also include the programmes should find a means of holding teleconferencing and video -

conferencing for its students so they can feel of really being even though they are not in the classroom; the UIDLC should have permanent academic staff on its staff list as well as have all its staff members absorb and integrated into the main university system to boost their morale and improve their attitude positively towards the students as well create some regular for a learner to learner – learner interaction and UIDLC should improve the quality of their programmes and elongate their contact sessions for more effectiveness until all essential ingredients of DLP, such as constant power supply is available twenty – four hours, seven days a week and use modern distance learning technologies. Others are as part of their TQM practice and efforts to improve the attitude of prospective candidates, they must boost the morale of their adjunct staff, so as to improve their attitude towards the programme and thus those of the students' to their own programmes because this will increase the student enrolment level and subsequently the return on the institution's investment; and all these call for quality funding of and funds management DLPs for the realization of the above recommendations. If these recommendations are implemented, then DLPs will have been put in position to complement the conventional universities in terms of meeting the admission requirement of Nigerian children seeking admission to universities annually as well as further study on those other reasons for choice of UIDLP should be carried out.

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