SER, VOLUME 11, NUMBER 1, JANUARY 2009

EFFECT OF TEACHER (FACILITATOR) VARIABLES ON MEETING DISTANCE LEARNERS' EDUCATIONAL AND SOCIAL NEEDS.

Dr. ADEGBILE, J. A. & OYEKANMI, J. O.

Institute of Education
University of Ibadan, Ibadan

ABSTRACT

The effect of the teacher as the facilitator of learning behaviour in any distance learning mode cannot be overemphasized. As the carrier and transmitter of knowledge, his characteristic variable and delivery media are very important as no technology application can successfully be in use without the active impact of the teacher (facilitator) otherwise, the implementation of distance education stands the risk of becoming a dismal failure. The study therefore, identified the effect of teacher (facilitator) variables on meeting the educational and social needs of distance learners in the University of Ibadan .Stratified and sampling according to proportional size techniques were used to sample 65 distance learners' facilitators from the 5 faculties of the University-Education, Arts, the Social Science, Science, and Agriculture and Forestry participating in the programme for this study. Two research questions were posed for the study. Distance Learners' Facilitators Questionnaire (DLFQ) with reliability coefficient of 0.70 was utilized for data collection, using Multiple Regression to analyse the data collected. The study found that the facilitator variables recanted empirical studies on the effect of facilitator variables on learner's needs. However, it replete the facts that the effect of facilitator variables could not be undermined, though they could be lessened through adequate use of technologies On the basis of the findings; facilities needed by facilitators should be provided to enhance better performance .

Introduction

Distance education includes two types of communication methods: synchronous and asynchronous, using technologies as a medium (Oh, 2006) Teacher's (facilitator's)

delivery media have generally become more important to distance learners so as to positively influence and improve the learning environment. In each environment where distance education is functionally structured to meeting learner's educational and social needs, the role of the teacher (facilitator) in bridging the 'gaps' created by 'distance' so as to foster meaningful interactions (interactivity between the learners and their tutors (teachers/facilitators), between the learners and their course materials, and between the learners themselves cannot be overemphasized. And, the instructional strategies developed and used as media are based on the capabilities of the delivery medium deemed relevant by the instructor (the teacher/facilitator).

These media depend on computer-conference, or televisions. Instructors and students have different roles to play according to their perceptions about learning outcomes (Wagner, 1997). But however effective the medium of instruction used by the facilitator (teacher/tutor) in his/her interaction with distance learners, the role of the teacher (facilitator) and the relevance of facilitator variables in the effectiveness of learning processes supersede any technological application (Shery and Morse 1995). The influence of technologies does not rule out the significance of the teacher impact (Lewis, 1995).

It is important to emphasize the fact that good knowledge of computers and online services by both the teacher and the learner makes teaching-learning activities and effective communication possible and purposeful. The teacher variables such as his content delivery methods and strategies, his qualification, distance teaching experience, computer and online literacy, technology adoption, and his interaction with the learners and other facilitators of learning will help learners a great deal. Though, according to Navarro & Shoemaker (2000), learners' mode of learning, computer adoption, student support by the centre and the government, the site or centre facilitator's alertness to proffer immediate solutions to problems as soon as they are noticed will help learners overcome their fear of isolation and reduce the probability of becoming drop-out (Pityana, 2004).

Educational needs encountered by distance learners fall into several distinct categories: educational needs of guidance and counselling services, (Garrison, 1990); course materials (Brazoska, 1994); access into the programme (Dada, 2000; Tait, 2000); evaluation of distance education curriculum (Dada, 2000); review of admission criteria (Odejide, 2003; Owoeye, 2004); learner support services (Simpson, 2000); computer and internet literacy and adoption (Pityana, 2004); Information and Communication Technology adoption (Navarro & Shoemaker, 2000); access to

library resources (Tait, 2000) and teacher (facilitator) variables (Holmberge, 1986; Lewis, 1995).

Wheeler (2006) emphasizes the fact that distance learners' needs vary from place to place according to their social settings and geography, and learners who choose distance education often face a number of educational needs as majority of them, according to Dunlap (1999), live in remote geographic areas with limited programme options at conveniently located institutions. Garrison (1990) therefore notes that such learners must be properly guided and counseled so as to understand the nature of educational programme they are embarking upon; cost implications and how to overcome distance learning challenges they cannot but pass through. Guidance and counselling services, according to Pityana (2004) affords the learners the opportunity to make right choice of courses and to overcome fear of insecurity, failure and drop-out especially when life situations conflict with their educational programmes and ambitions.

Access into distance education programme, according to Tait (2000) seems to be the first on the educational need list of distance learners. Learners, according to him (Tait, 2000) have different work schedules that conflict with campus-bound course schedules and since many of the learners live in remote geographic areas, with various entry educational qualifications and backgrounds, they are bound to be faced with the need of access into the programme. Dada (2000) therefore opines that institution that incorporates distance education into her curriculum should endeavour to make access into the programme easy for the applicants. Owoeye (2004) while supporting Dada's (2000) view agrees with Odejide (2003) that course materials could be provided to suit learners with various entry qualifications in their categories. This will give more placement opportunities to applicants who had been seeking for university admission through JAMB which could not provide placement offer beyond 12% of annual applicants as a result of lack of space into our conventional university system (Okebukola, 2002).

Pityana (2004) observes that distance learners include people who work shifts, travel frequently on businesses, and work long hours. These categories of learners can be easily reached through the adequate use of the computers and internet. This, therefore, calls for learners' need of good knowledge of computer and internet usage. So, Pityana (2004) noted that computer and internet literacy and adoption are necessary to mitigate distance barrier in learning procedure.

Most of distance learners have personal and family commitments that conflict with their studies schedules and campus-bound course schedules. Therefore, Holmberge (1986) advocates for teacher (facilitator) variables such as facilitators' gender (as male facilitators express more commitment to distance teaching than female facilitators (tutors) – Navario & Shoemaker, 2000); distance teaching methods and strategies; experience; qualifications that correspond with distance education programme needs; computer literacy level; high level of interactivity with the learners and other facilitators; and the use of Information Communication Technologies (ICT). These, as Holmberge (1986) opines, will help a great deal to forestall meaningful learner – facilitator interactivity that will eventually help learners meet their educational needs caused by 'distance' (Lewis, 1995). Such a development can be brought about by a readable style of presentation. The issue of course materials (instructional modules) that suit their ages, levels, social and economic status, and above all, "that matches them in their categories" (Dada, 2000; Owoeye, 2004) is one of the educational needs of distance learners.

Bremner (2001) emphasises need of access to library resources as a key component of distance education. This idea is buttressed by Jerabek, McMain, & Van Rakkedal (2005) who believe that "access to electronic databases, interlibrary loan and document in the process of creating skilled, lifelong learners" are the educational needs of distance learners. Distance learners rely almost totally on local libraries and computer accessible resources. These access methods can often be confusing and frustrating for students where adequate provision to meet the needs is not made. It may eventually lead to hampering their progress and extending the negative affective processes, including anxiety and apprehension, necessary for learning but presented in the opposite direction. This, therefore, leads students to express fear and anxiety about their learning (Conrad, 2002).

For many distance learners, access to library resources may well be limited. This creates obvious problems for distance learners. An evaluation of learner support conducted by Dillon, Gunawardena, and Parker 1992; cited in Threlkeld & Brazoska, 1994, P. 57) noted that "library resources are very important to distance learners as the majority of them indicated that success in the course required access to library materials".

Learners' need of the World Wide Web based information and internet materials is, according to Cavanagh, 1994; Tait, 2000; and Garnesey, 2002, a germane to meeting the educational needs of distance learners. This fact is made since learners must establish a relationship with a local university or provide access to an on-line data

bank if they would succeed in their studies. Appleton (1994) goes so far as to state that academic institutions have a responsibility to provide off-campus students (distance learners) with resources and facilities equivalent to their on-campus peers. However, Garnsey (2002) notes that, "a major problem with web based information is determining the quality of information retrieved as much of it is invalid, insufficiently presented and incoherent" (P. 23).

Distance learners' social needs identified in literature are numerous but could be summarized under the following: (a) Interactivity amongst learners themselves, interacting with their course materials, and interaction among learners and their course tutors or facilitators (Garrison 1990; Hyland, 2000; Galusha, 2006); (b) provision and availability of social infrastructures (Oh, 2006); (c) guidance and counselling services (Pityana, 2004); adequate funding of distance education programme (Kinnaman, 1995; Umoru-Onuka, 2001; 2003); (d) learner support services (Truell, 2001); (e) provision of feedback from time to time (Knapper, 1988; Galusha, 2006); and (f)technology adoption (Wheeler, 2006).

Social needs of distance learners, according to Garrison (1990) are initiated mostly by the fact that majority of learners who opted for distance education are either suffering from physical disabilities; have limited programme options at conveniently located institutions; have children at home and take care of ageing parents; or had been denied placement into regular/conventional programme in universities or colleges of their choice. For these reasons, many of them are faced with financial commitments to their families which would adversely affect their being able to meet up with the financial constraints of the programme. Both Kinnaman (1995) and Umoru-Onuka (2001;2003) emphasise the fact that adequate funding of the programme has a great impact on meeting the needs of learners. Truell (2001) emphasizes provision of support services and facilities to learners as a way of meeting the social needs of learners. He (Truell, 2001) opines that distance learners' needs in third-world countries are being borne out of poverty. He (Truell, 2001) is of the opinion that third-world countries are so poverty-stricken and economically impoverished that the use of online or home-based computers, overhead projectors, fax machine, C-D Rom and other Information Communication Technologies (ICT) such as hand phones and power-point gadgets becomes a mirage.

Kinnaman (1995) emphasizes learners' need of organizational and administrative support as one of the learners' social needs. Funds that must be provided to create an administrative unit to be responsible for students' welfare should not be underestimated. He (Kinnaman, 1995) warns by saying that "without this support,

distance education stands the risk of becoming a peripheral activity, without commitment from or significance to the institution and the learner" (P. 10).

When funds are sufficiently provided, the administrative unit of the institution running distance education is privileged to provide social amenities such as (hostel) accommodation, health care facilities, subsidized tuition/fees, and teaching-learning infrastructures such as home-computers, overhead projectors, fax machines, C-D ROM etc at affordable costs to learners. Umoru-Onuka (2001, 2003) agrees with Hyland (2001) who stresses the fact that any institution incorporating distance education into her programme should not underestimate the financial implications the programme has on the learners and the centre. Oaks (1996) believes that success in attracting, serving, and retaining students will hinge more on excellent student support services that focus on meeting the social needs of distance learners than on any technology issues.

Learners' need of feedback from time to time on their studies should not be undermined. Galusha (2006) agrees with Knapper (1988) that lack of feedback on learners' performance after assessment and periodic evaluation processes opens a wide gap between the learners and the centre, which eventually leads to poor academic performances, lack of seriousness, failure and the consequence effect is total drop-out. Simpson (2000) believes that the separation of learners from their facilitator imposed by "distance" removes a vital "link" of communication between these two parties. The link must be restored through overt institutional efforts so that the teaching-learning transactions may be "reintegrated" (Keegan 1986, P.120). However, Hyland (2001) states that in the distance learning context, "feedback plays a crucial role in opening and maintaining a dialogue between a tutor and students, and also serves as an important function in motivating and encouraging students" (P. 120). Holmberge (1983) asserts that empirical studies have shown that "quick handling with proper tutor comments, timely feedback on students' academic performances and welfare are crucial components of learners' need and support.

Oh (2006) opines that learners' social needs can be mitigated through technological methods such as e-mail, telephones, and computers. Computer conferencing and electronic mail such as fax can be integrated into the delivery of the course to provide for the missing interactivity. Buttressing this further, Wheeler (2006) mentions that the use of Information Communication Technologies (ICT) such as home computers with modem, telephones, fax machines, and other low cost but easy-to-maintain and manipulate electronics are especially important for those learners who live within metropolitan areas while adequate provisions should be made to reach learners in

remote locations. Wood (1996) notes that frustrations resulting from problems of communication gap or lack of feedback from time to time between distance learners and the centre facilitators are factors of which distance education planners and administrators should be well aware.

The Teacher (Facilitator)

The distance learning teacher, or studio teacher, is the common thread throughout the distance learning process. He must be certified for the appropriate grade level, knowledgeable in his subject area, and trained in effective distance education strategies. He is. responsible for knowing the subject matter, preparing lesson plans and producing an instructional module or course, selecting support materials, delivering the instruction effectively on-camera, determining the degree of student interaction, and selecting the form of distance evaluation or assessment.

A studio teacher must be better organized than an ordinary classroom teacher. Additionally, he must be at ease with the equipment, and not let the technology get in the way of his presentation. This requires ongoing training in the form of regular observation of a master teacher, training in the use of carefully selected print, audio, graphics, and video materials, hands-on hardware training, and the chance to network with other teachers and facilitators on course progress (Talab & Newhouse, 1993).

For example, the Iowa Department of Education requires a teacher, who is appropriately licensed and endorsed for the educational level and content being taught, to receive training regarding effective practices which enhance learning by telecommunications (Schlosser & Anderson, 1993, p. 40).

Currently, few teachers have had sufficient training or field experience to enable them either to be effective distant teachers or to use technology successfully in their classrooms. Proper training would help distance learning teachers to change their method of teaching and give more attention to advanced preparation, student interaction, visual materials, activities for independent study, and follow-up activities (US: Congress, (1989).

Schlosser and Anderson (1993) identify the new skills which teachers must learn as they assume the role of distance educators:

- understanding the nature and philosophy of distance education
- identifying learner characteristics at distant sites

- designing and developing interactive courseware to suit each new technology
- adapting teaching strategies to deliver instruction at a distance
- organizing instructional resources in a format suitable for independent study
- training and practice in the use of telecommunications systems
- becoming involved in organization, collaborative planning, and decision-making
- evaluating student achievement, attitudes, and perceptions at distant sites dealing with copyright issues

Lewis (1995) observes that female facilitators are often more committed to teaching interactivities with their distance learners, with the effective use of technologies such as home computers with modem, mobile phones, fax and the internet. Meacham and Evans (1989), however, emphasize the fact that distance learners' facilitators (teachers) must be computer literate, have sound knowledge of Information Communication Technology usage (ICT), conversant with distance education teaching methodologies and strategies that would bridge the 'gap' always caused by 'distance' , and above all, must have suitable academic qualification(s) to function efficiently in distance education curriculum.

Methods and Strategies usually used in Distance Education Content Delivery

Methods are the procedurally organized and systematic steps to be followed in presenting the course content while strategies are the skilful planning involved in content delivery so as to make teaching-learning procedures in distance education effective. According to Sherry (1996), the methods and strategies commonly employed by instructors of distance learners include:

- Guided practice method
- Media-based strategy
- Inquiry learning method
- Teamwork strategy.

Statement of the Problem

This study sought to examine the effect of teacher variables in course content delivery in the process of meeting the educational and social needs of distance learners.

Research Questions

Based on the stated problem, the following research questions were answered by this study:

1. What is the composite effect of teacher variables (gender, highest educational qualification, teaching experience, course delivery methods/strategies, computer literacy and Information Communication Technology (ICT) usage) on meeting the educational and social needs of University of Ibadan distance learning students?
2. What is the relative effect of teacher variables (as in 1 above) on distance learners' educational and social needs of University of Ibadan distance learners?

Scope of the study

The study strictly assessed the effect of the University of Ibadan teacher (facilitator) variables on meeting the educational and social needs of the University of Ibadan distance learners only.

Methodology

This study was a survey research. It was carried out to assess the effect of teacher (facilitator) variables on meeting the needs of distance learners of the University of Ibadan Distance Learning Centre. Proportion to size and stratified random sampling techniques were used to select 65 facilitators (distance learners' tutors) from all the 19 faculties of the 5 departments of the University - Education, Arts, the Social Science, Science, and Agriculture and Forestry presently participating in the programme

The Distance Learners' Facilitators Questionnaire (DLFQ) was a standardized and validated instrument with Cronbach Alpha reliability coefficient of 0.70 used to collect data for the study while Multiple Regression analysis was used to analyse the data collected.

Results:

Research Question 1

What is the composite effect of teacher variables (gender, highest educational qualification, teaching experience, course delivery methods/strategies, computer literacy and Information Communication Technology (ICT) usage) on meeting the educational and social needs of University of Ibadan distance learning students?

Table 1: Multiple Regression of Composite Effect of facilitator Variables on meeting the educational needs of University of Ibadan distance learning students.

Parameter	Value	Remark
Multiple correlation R	.275	NS
R Square	.076	
Adjusted R Square	-.020	
Standard Error of Estimate	2.518	
Regression F. ratio	0.792	
df (degree of freedom)	6,58	
P value	.580	

Remark: NS mean not significant at P> 0.05

In the table shows the combination of 6 independent variables in predicting educational needs of University of Ibadan distance learning students. The data yielded a multiple correlation of 0.275, Multiple R – Square of 0.076, Multiple R – Square adjusted –0.020. The ANOVA table shows F – ratio of 0.792 not significant with P value .580 > 0.05. This means that all the six independent variables accounted for 7.6% of the variance in educational needs of University of Ibadan distance learning students. The analysis of variance also confirmed this further as the computed details showed that the 6 independent variables did not significantly predict educational needs of University of Ibadan distance learning students.

Table 2: Multiple Regression of Composite Effect of Facilitator (Teacher) Variables on meeting the Social Needs of University of Ibadan distance learning students.

Parameter	Value	Remark
Multiple Correlation	.319	NS
R Square	.102	
Adjusted R Square	.009	
Standard Error of Estimate	2.045	
Regression F. ratio	1.095	
df (degree of freedom)	6,58	
P value	.376	

Remark: NS means not significant at P> 0.05

The table shows that the combination of the 6 independent variables in predicting the social needs of University of Ibadan distance learning students yielded a co-efficient of multiple regression of 0.319 and a multiple R square (R^2) of 0.102. This means that all the six independent variables accounted for 10.2% of the variance in Social needs of University of Ibadan distance learning students. The analysis of variance also confirmed this further as the computed details showed that the six independent variables did not significantly predict social needs of University of Ibadan distance learning students with the F – ratio of 1.095 at the P = 0.376.

Research Question 2

What is the relative effect of teacher variables (as in 1 above) on distance learners' educational and social needs of University of Ibadan distance learners?

Table3: Coefficient Indicating Relative Effect of Facilitator (Teacher) variables on meeting the Educational Needs of University of Ibadan distance learning students.

Facilitator (Teacher) Variables	Standardized regression Coefficient Beta	T	P Value	Remark
Gender	-.135	-1.033	.306	NS
Qualification	-.006	-.047	.962	NS
Teaching Experience	-.150	-1.099	.276	NS
Teaching Method/Strategy	.066	.475	.637	NS

Computer Literacy	.015	.113	.910	NS
ICT (Information Communication Technology) Usage	.159	1.169	.247	NS

Remark: NS means not significant at P > 0.05

The table shows that the parameter estimate indicated low correlation coefficient of the independent variables of facilitators, that is gender, qualification, teaching experience, teaching method, computer literacy and ICT usage have positive relationship with the educational needs of University of Ibadan distance learning students. Using standardized regression coefficient to determine the relative contributions of each of the variables to the educational needs of University of Ibadan distance learners, it was discovered that none of the six variables contributed significantly to the prediction of University of Ibadan distance learning students' educational needs. ICT usage, topping the list, followed by teaching method/strategy, followed by computer literacy while teaching experience is the least variable contributing to meeting the educational needs of University of Ibadan distance learning students (all, not significant).

Table 4: Coefficient Indicating Relative Effect of Facilitator (Teacher) variables on meeting the Social Needs of University of Ibadan distance learning students.

Facilitator (Teacher) Variables	Standardized regression Coefficient Beta	T	P Value	Remark
Gender	-.193	-1.503	.138	NS
Qualification	-.040	-.304	.762	NS
Teaching Experience	-.146	-1.085	.282	NS
Teaching Method/Strategy	.100	.732	.467	NS
Computer Literacy	.110	.844	.402	NS
ICT (Information Communication Technology Usage	.081	.602	.550	NS

Remark: NS means not significant at P > 0.05

The table shows that the parameter estimate indicated low correlation coefficient of the social needs of the University of Ibadan distance learning students. Using standardized regression coefficient to determine the relative contributions of each of the variables to the social needs of University of Ibadan distance students, it was

discovered that the variables did not contribute significantly to the prediction of Social needs of University of Ibadan distance learning students. These are computer literacy .110 topping the list while gender with –.193 is the least factor contributing to social needs of the University of Ibadan distance learning students.

Discussion of findings

Research Question 1

What is the composite effect of facilitator variables (gender, highest educational qualification, teaching experience, course delivery methods/strategies, computer literacy, and Information Communication Technology (ICT) usage) on meeting the educational and social needs of University of Ibadan distance learning students?

The result showed that facilitator variables (gender, highest educational qualification, teaching experience, course delivery methods/strategies, computer literacy, and Information Communication Technology (ICT) usage) – the six independent variables with the computed analysis of variance did not significantly predict educational needs of University of Ibadan distance learning students. The tables 1 and 2 indicated the multiple regression correlation coefficients R explaining the linear relationship between the variables of interest. From the above, it is clear that facilitators' gender, highest educational qualification, teaching experience, course delivery methods/strategies, computer literacy, and Information Communication Technology (ICT) usage have no significant effects on meeting the educational and social, needs of University of Ibadan distance learning students.

These findings therefore disagree with Lewis (1995) proposition that (teacher) facilitator variables such as his/her gender, educational qualification, teaching experience, course delivery methods/strategies, computer literacy, and Information Communication Technology (ICT) usage are main sources of support for distance students to meeting their educational and social needs beyond the course materials (p. 245).

Research Question 2

What is the relative effect of facilitator variables (gender, highest educational qualification, teaching experience, course delivery methods/strategies, computer literacy, and Information Communication Technology (ICT) usage) on distance

learners educational and social needs of University of Ibadan distance learning students?

Six facilitator variables (gender, highest educational qualification, teaching experience, course delivery methods/strategies, computer literacy, and Information Communication Technology (ICT) usage) were examined to see their relative effect on meeting the educational and social needs of University of Ibadan distance learners. The tables 3 and 4 show that none of the variables significantly has any effect on meeting the educational and social needs of DLC students.

These findings disagree with a wide range of findings on the relative effect of facilitator variables (see above) on meeting the educational and social needs of distance learners. However, Meacham & Evans (1989) and Oh (2006) found that though facilitator variables listed above cannot be undermined yet they can be mitigated through adequate use of technologies such as computers, telephones, ICT, and the internet.

Recommendations:

On the basis of the findings of this study, the following recommendations are made:

1. Facilitator variables such as computer literacy, distance teaching methodologies, Information and Communication Technology usage (i.e. telephones CD-ROM, power-point gadgets, etc) should be encouraged to make them match up with facilitators in developed countries of the world.
2. Distance learners' facilitators should be adequately provided with all facilities that will enhance their better performance.
3. Computer training should be included in the distance learning curriculum
4. Federal and state governments of Nigeria should borrow ideas on how distance learning programme is being organised and implemented in developed countries across the world.

REFERENCES

Appleton, M. (1994): Investigating Library services for post-graduate off-campus student. In T Evans & D. Murphy (Eds.), *Research in Distance Education*, **3**: 78 - 90. Geelong, Victoria, Australia: Deakin University Press.

Brazoska, K. (1994): *Learning centred schools: Using a problem-based Approach. NASSP Bulletin*, **81**(587): 90 - 97.

Bremmer, A. (2001): Meeting the information needs of distance learners-the open University is response. *VINE*, **31**(1): 54 - 58.

Carvanagh, A (1994): The role of libraries in off-campus study. In T. Evans F.D. Murphy (Eds). *Research in distance education* **3** (pp.91-102). Geelong, Victoria, Australia: Deakin University Press.

Conrad, D. L. (2002): Engagement, excitement, anxiety, and fear; learners of starting an online course. *The American journal of Distance Education*, **16**(4): 205 - 226.

Dada, A. (2000): *Distance Education for access and equity: The University outreach programme.* Being text of paper presented at the National Workshop on Distance Education in Nigeria, 27 - 29 September Federal Republic of Nigeria (2005). National Policy on Education. Yaba, Lagos: NERDC Press.

Dillon, C; Gunawardena, C. & Parker, R. (1992): An evaluation of learner support services in a distance education system. *Distance Education,* 13 (1), 29-45.

Dunlap, J. (1999): Providing Advising and support services to Distance learners: Helping Distance Learner connects with the university. In B Collis, & R. Olliver (Eds.), *Proceedings of World conferences on Educational multimedia, hypermedia and Telecommunications* 1999 (Pp. 1316 – 1317). Chesapeake, VA:AACE.

Galusha, J. M. (2006): Barriers to learning in Distance Education. *The Infrastructure Network*, University of Southern Mississippi.

Garnesey, M. R. (2002): What distance learners should know about information retrieval on the World Wide Web. Reference Librarian, 37, 17-28. retrieval April 19, 2004, from Haworth press web site: http://www.haworthpress.com.ezproxy.library.drexel. edu/store/E-Text/view EText.asp?sid=792AD4VFG5JAGWKNCLW39N9FQCfa=3fs=J120fv=37fi =77ffn=j120v37n77%5F03.

Garrison, D. R. I. (1990): An Analysis and Evaluation of audio Teleconferencing to facilitate education at a distance. *The American Journal of Distance Education,* **4** (3): 16 - 23.

Holmberg, B. (1986): *Growth and structure of Distance Education.* Kent, England: Croom Helm.

Hyland, F. (2001): Providing effective support: Investigating, feedback to Distance language learners. *Open Learning.* **16**(3): 234 - 247.

Jerabek, J. A; MeMain, L. M.; Van Rakkedal, J. L. (2005): Using needs assessment to determine library services for distance learning programmes. *Journal of Interlibrary Loan, Document Delivery & Information Supply,* **12**(4): 41.

Keegan, D. (1986): *The Foundations of Distance Education.* London: Croom HeinL

Kinnaman, P. (1995): *Guide to managing a telecouse/distance learning program* Suisun, California: Learning Resources Association.

Knapper, C. (1988): Lifelong Learning and Distance Education. *American Journal of Distance Education,* **2**(1): 63 - 72.

Lewis, R. (1995): Support for the in-company learner. In F. Lockwood (Ed.) *Open and Distance Learning today* (pp. 242-254). London: Routledge.

Meacham, J. P. & Evans, D. Cookson, P. (1989): Research on Learners and learning in Distance Education: A Review. *American Journal of Distance Education,* **3**(2): 22 - 34.

Navarro, P. & Schoemaker, J. (2000): Performance and Perceptions of distance learners in cyberspace. *The American Journal of Distance Education,* **14** (2): 15 - 35.

Oaks, R. (1996): Computer-conferencing issues in higher education. *Innovations in education and Training International,* **36**(1): 80 - 91.

Odejide, A. I. (2003): Learning at a distance: *An unpublished paper delivered to new intake of DLC University of Ibadan,* Ibadan.

Oh, E. (2006): Distance Education: Instructional, Technical and Educational Studies for College of Education, Health, and Human Sciences, The University of Tennessee Prints.

Okebukola, P. A. O. (2002): *The State of Universities in Nigeria.* Ibadan: Heinemann.

Owoeye, J. S. (2004): "An overview of the Practice of Distance Education in the University of Ibadan" in *Issues in Educational Measurement and Evaluation in Nigeria in honour of Wole Falayajo.* Ed. by Omaze A. Afemikhe & J. Gbenga Adewale, Educational Research and study Group, Ibadan.

Pityana, N. B. (2004): Open Distance learning in Africa: Access, Quality, Success. *Draft address delivered on 22-24 January, 2004 at the conference held at Egerton University, Kenya on Distance Education.*

Sampson, N. (2003): "Meeting the needs of Distance Learners. A mixed-mode environment" in *Language Leaning & Technology*, **7** (3): September 2003, pp 103 - 118.

Schlosser, C. A. & Anderson, M. L. (1993): Distance education: review of the literature. Washington, DC: *Association for Educational Communications and Technology.*

Sherry, E. H. (1996): Learning centered schools using a problem-based approach. *NASSP Bulletin,* **81**(5&7): 90 - 97.

Sherry, L., & Morse, R. A. (1995): An assessment of training needs in the use of distance education for instruction,. *International Journal of Telecommunications*, **1**(1): 5 - 22.

Simpson, O. (2000): *Supporting students in Open and Distance Learning.* London: Kogan Page.

Tait, A. (2000): Planning student support in distance and open learning. *Open Learning* **15**(3): 287 - 299.

Talab, R. S., Newhouse, B. (1993): January. Self-efficacy, performance variables and distance learning facilitator technology adoption: Support for the teacher needs hierarchy. *In Proceedings of Selected Research and Development Presentations at the convention of the AECT, Research and Theory Division*, New Orleans.

Threlkeld, R. A. & Brazoska, K. (1994): Research in distance education: In B. Willis (Ed.), *Distance Education: Strategies and tools* (pp. 41-66). Englewood Cliffs, NJ: Educational Technology Publications.

Tolone, H. (2000): *Status and trends of Distance Education.* Sweden: Lector.

Truell, A. D. (2001): Distance Student attitudes Toward Evaluation. *The Delta Phi Epsilon Journal*, **43** (1): 40 - 49.

Umoru – Onuka, A. O. (2001): "Distance Education Funding: An analysis of the centre for External studies, University of Ibadan, Ibadan". In Adesoji, S. O. (Ed) *African Journal of Educational Planning ad policy studies (AJEPPS) University of Ibadan*, **2** (2): December, 2001. Pp. 85 - 102.

_____, (2003): "An Evaluative Study of students perception of the problems, prospects and viability of Distance Education in Nigeria" In Babalola, J. B. *International journal of continuing and Non-formal Education.* Published by Adult Education Department, University of Ibadan. **2** (1): June 2003.

US Congress, Office of Technology Assessment (1988): Power on! New tools for Teaching and Learning OTA-SET – 379. Washington, dc. Us Government Printing Office.

Wagner, E. (Ed.) (1997): *Interactivity: From Agents to Outcomes*, **71**: New York: Jossey- Bass.

Wheeler, D. (2006): "Why Distance Learning?" In return to Distance Learning Website. *American Journal of Distance Education*, **4**(3): 47 - 56.

Wood, S. D. (1996): *Developing critical thinkers.* San Francisco: Jossey-Bass.