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Quality Assurance in the Integration of ICT in Open and Distance Learning Ladoke Akintola University of Technology, Ogbomoso, Nigeria

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Abstract: *Quality assurance in higher education is a global concern. With the increasing acceptance of Open Distance Learning (ODL) as widening access to higher education in the developed and developing countries, research suggests that it has become increasingly crucial that quality assurance process is developed and maintained if the ODL provision is to be relevant and more functional that the products recognized the conventional higher education in emerging open learning environment. Accordingly, this article does not only seek to contribute to the global discourse in the promotion of quality assurance, it explores trends, challenges and perspectives in quality assurance in ODL. Drawing from Moscovici's social representations theory and Schon's reflective practice, we argue quality assurance as an ideology and a reflective practice. Therefore, integration of ICT in ODL changes drastically the way students acquired knowledge with the manner it delivered and accessed*

Keywords: Quality Assurance; Open Distance Learning; Integration; Information and Communication Technology; Best practices; trends, Challenges; Perspectives

Introduction

Ladoke Akintola University of Technology, Ogbomoso (LAUTECH) was established in 1990 started ODL programmes in 2012. The institution is now pursuing the integration of distance learning in far and near place to receive a sound and fully online study delivery. Currently in LAUTECH has four departments on the online programme, it includes Computer Science, Accounting, Marketing and Nursing. High increase in the number of students in LAUTECH as well as her quest to improve the quality of its graduates through enhancing technology in both teaching and learning that necessitated the need to explore other modes of learning especially the e-learning option.

Quality assurance is directly linked to academic development in terms of improving the teaching and learning agenda of institutions. It is also instrumental in enabling the development of criteria in order to stipulate awards for exceptional performance in teaching and learning (Ramdass and Nemavhola, 2018). Quality can be the result level of value in a product or a level of achievement while quality assurance is the process for ensuring fitness for purposes and of purpose. While fitness for purpose is related to the University's mission, fitness of purpose refers to its capacity to attain prescribed national goals of higher education with regard to distance education (Owoeye, 2009). Quality Assurance mechanisms in LAUTECH ODL programmes are built into admission processes, staffing, course design and development, continuous assessment and regular feedback; periodic training workshops to sensitize facilitators and tutors as well as faculties who are the mainstay of the programme; periodic expert assessment of processes and products of the distance programmes. Furthermore, the National University Commission in its role of ensuring quality of university programmes has its own benchmark culminating in the production of Minimum Academic Standards (BMAS) for undergraduate programmes in Nigeria Universities. The basic instruments used in accreditation of the regular face-to-face university programmes are also used in evaluating the ODL Programmes. Virtually all courses under ODL programmes were accredited in 2014.

The dynamics of globalization, plus the introduction of information and communication technologies (ICT), resulted in a tidal wave of information that has, in many cases, overwhelmed many countries around the world in the last few decades. This has resulted in radical changes in the educational needs of individuals and society at large. As a result there have been significant increases in different forms of education notably; Distance Education programs that are delivered through satellites, computers, correspondence or other technological means across national boundaries (Ayodele, 2013). Quality in the use of ICT is often viewed in terms of access, user friendliness of the technology and content. This is understandable for three reasons: Firstly, the course materials are tangible and publicly visible products. They are open to scrutiny to all. They can be judged in terms of their consistency of quality, soundness of content and effectiveness of their instructional design for learners. Much of the credibility of open and distance

education depends on the quality of the materials and delivery because only this can instill confidence in the student, prevent dropouts and establish the status and reputation of ODL institutions. Secondly, course materials are the only means to engaging with learners in ODL; therefore, while teaching materials are keys to any education system, they assume a central place in open and distance learning. Lastly, it is easier to see the quality or lack of it in a product such as a course unit, video or online material than the less tangible aspects such as processes involved in construction of the learning materials or management of support services Kidombo (2012). E-learning has become one of the primary alternatives for disseminating education around the globe (Zhang et al., 2004 and Wains and Mahmood, 2008).

It uses numerous types of electronic media, educational technology, and information and communication technology (ICT) to facilitate teaching, learning and research (Saida and Ahmed, 2017). From literature, it is evident that appropriate and effective use of ICT tools remains the backbone of any successful open and distance learning programme. ICT can improve the accessibility to quality education and help elevate marginalized groups to attend school (Gulati, 2008 and Mackenzie-Robb, 2004). To support this, Akpan, 2017 opined that ODL is gradually gaining ground in Nigeria with the advent of National Open University of Nigeria, although most Nigerian universities are yet to key into it. E-learning provides unprecedented opportunities for people to learn in a more personalized, flexible, and portable manner without the restriction of time and space (Zhang et al., 2004). E-learning opened up a new world to the students where they could access educational content regardless of time and space (Tsinakos and Ally, 2013; Ally and Prieto-Blázquez, 2014 and Rosenberg, 2007). With only a couple of clicks away, the students could access up-to-date information about their field of profession (LAUTECH, 2016 and Mohammed et, al, 2015). With emphasis on LAUTECH, all staffs and students have access to uninterrupted, fast speed internet connectivity. With this in place, the institution took the bold step by floating its ODL programme, this was fully backed up by the ICT Center of the University. This article narrates the LAUTECH ODL experience, the challenges encountered and how they were overcome (LAUTECH, 2016).

The term “quality” may be used as a comparator to distinguish a product displaying good attributes from one displaying bad, and its use in this way is encountered in higher education through references to quality universities by the press and politicians. In this report, the focus is on the use of the term quality in the context of the quality management processes used in the provision of education and their deployment with the purpose of improving performance from key stakeholder perspectives. The terminology adopted aligns closely with that of quality assurance in the business and service sectors and of Quality Codes such as ISO 9001. They are dependent on clarity of purpose at organisational level and of personal responsibility and accountability at individual level. Thus in organisations using a quality approach clear and explicit statements of the organisations’ goals should result in a downward cascade to departmental and individual levels so that all can recognise their role in achieving organisational goals. Quality assurance audits aim to test this cascade process through examination of documentation and interview of staff. The adoption of this concept in higher education is now widespread

2. Literature Reviews

The major responsibility for quality assurance rests with the institution, hence from time to time, carry out periodic auditing of its ODL programmes in order to identify its strengths and weaknesses assessment. These could cover the teaching effectiveness, assessment of courses, course texts, textbooks, facilities and capacity development and assessment response from the students. The purpose checks to ensure improvement and innovation (Owoeye, 2009). Quality in the use of ICT in ODL is often viewed in terms of access, user friendliness of the technology and content. The understandable for three reasons which includes the course materials are tangible and publicly visible products, course materials are the only means to engaging with learners in ODL that is teaching materials are key to any education system, and it is easier to see the quality of it in a product such as a course unit, video or online material. Therefore, the use of ICT in open and distance learning is gaining credence among educational providers, issues of quality assurance should be considered at every stage if ICT is to have credibility as a viable and effective tool of teaching and learning (Kidombo, 2012).

Historically the departure from the face-to-face higher education system, ODL system has been established on careful quality considerations to ensure public trust and credibility. In terms of quality assurance, the sudden disruption of COVID-19 poses specific challenges, as new policies, systems and procedures need to be adapted to meet the COVID-19 teaching and learning environment. The online component of ODL services may not be affected as much as the traditional ODL system requiring face-to-face services, such as the face-to-face learning support paper-based examination and administrative services. Therefore, online open university may continue its operations more smoothly than their traditional counterparts with face-to-to-face services. It remains to be seen how the landscape of higher education and online learning will continue to change for the long-term in the post-COVID-19 outbreak, and it is certain that quality assurance remains at the forefront to ensure that the expectations of students and stakeholders can be exceeded. It will rest with individual institutions and the attitudes and integrity of the ODL human resources to continuously improve the quality ODL provision and the capability to adapt and effectively respond to disruptions such as the COVID-19 pandemic and

further future challenges. The post-COVID-19 pandemic would have taught important lessons on the significant new roles of online learning and how to continuously improve them in the new landscape of online higher education Zuhairi, et al., 2020).

A matrix analysis was conducted on quality dimensions in a number of quality models for e-learning, and she proposed nine criteria areas as domains of e-learning quality. They are as follows: executive commitment, technology infrastructure, student services, instructional design and course development, instruction and instructor services, financial health, program delivery, legal and regulatory requirements and program evaluation (Frydenberg, 2002). With the increasing acceptance of ODL as widening access to higher education in Nigeria, it has become increasingly necessary that quality assurance process is developed and maintained if the ODL provision is to be relevant and more functional that the products recognised the conventional higher education in emerging open learning environment (Odejide, 2007). The quality of course delivery influences the quality of learning which, in turn permits the identification of criteria for quality delivery in the ODL setting, therefore, it becomes a question of getting appropriate quality assurance processes in place and administering them concern for both the conventional education and ODL include for example content of the course, learning and teaching materials, accreditation of programmes, and issue of quality in certificate awarded (Hunt, 1998)

Today, while governments mostly focus on indicators such as productivity, cost effectiveness, social satisfaction, and accountability as quality indicators, higher education institutions take into account fundamental indicators such as student output, learning and teaching processes, student and staff support, assessment, evaluation, and resources. These fundamental indicators can be varied institutional-based, program-based or course-based. In the context of higher education, quality assurance of distance education actually requires different quality indicators and different regulations from traditional higher education. Quality assurance is designed to improve and prove the quality of methods, educational products and outputs in an organization (Gülay, 2017).
According to elaboration made by Verduin and Clark (1991) that ODL have three major elements. These include:
- Separation of teacher and learner during the learning process
- Use of learning technologies to determine content and connect teacher and learner
- Provision of two way interaction between teacher and learner.

Recently, the use of telecommunications technologies to establish and deliver distance education programmes has led to a revision of distance educations formal of getting distance learning as a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance which is designed to encourage learner interaction and certification of learning Hence, many people who are unable to attend full-time studies are now able to access education in their chosen time and place (Ogirima et al., 2020). Quality assurance in higher education is a global concern. With the current increases of the acceptance of DL as widening access to higher education in the developed and developing countries, therefore, it has become increasingly crucial that quality assurance process is developed and maintained if the ODL provision is to be relevant and more functional that the products recognized the conventional higher education in emerging open learning environment (Pitsoe and Maila, 2014).

It is a prevailing truth that conventional education system is not able to cater the need of masses. Today the learner is not differentiating between conventional and distance education. Therefore, the ratio of learners in the open and distance universities is increasing rapidly in last years (Bhupendra and Patanjali, 2016). Quality in ODL is frequently judged in terms of learning materials because student learning is at the centre of the ODL experience. Success depends on how effectively course production, delivery and student support sub-systems operate, underpinned by academic standards and management processes. However, a course is more than just the materials. It is the total experience of the learner, and quality systems must acknowledge this. Not all ODL occurs in the same way, and new technologies have created new learning environments. The quality of student's experience and student learning, changes inherently with the learning context and other ranges of variables which depend on the size and the nature of an organisation. Regardless, the underlying principles are similar: organising and managing quality in ODL is essentially about managing operational and academic standards, which means establishing those standards and ensuring their regular review (Kirkpatrick, 2005).

In accordance documents published from the UK Quality Assurance Agency (Quality Assurance Agency, 2003), ODL needs to follow are some quality assurances concerned, It includes:

- **How to assess Student/Staff Ratio:** The issue here centres on what should be the standard ratio for student over staff ratio in an ODL Institutions.
- **What Criteria are used for Assessment and Accreditation? :** The contention here focuses on whether any assessment and subsequent accreditation should be made with reference to a set of criteria which should be spelt out. If existing standards and criteria that often focus on learning input fail to acknowledge the many forms that effective learning can take then, the focus needs to be on learning outcomes. Therefore, the focus on Student Outcomes and Attainment is to see how the institution's graduates meet clear standards of achievement demonstrable through explicit assessments of performance.

- **What Benchmarks and indicators are suitable for open and distance education (ODE)?:**The crux of the problem related to quality assurance of open and distance education lies in identifying suitable benchmarks which will make the assessment clear to both the quality assurance agency and the distance education institutions.
- **Defining ODE boundaries:** Recently, the providers of distance education are integrating more of on-line courses, such that the need for a physical site is decreasing. The crossing of boundaries is giving concerns for quality assurance in open and distance education. This type of borderless and boundary less form of distributed learning has already become a reality and suggest a need for some redefinition of quality and quality assurance mechanisms. There are still many distance education providers who operate through study centres/sites/campuses spread over in different geographical locations including overseas arrangements.
- **Who will assess?:** Another major problem is going to be the "pool of experts" that would assist in assessing quality in open and distance education. Are they going to be traditional experts in higher education who may not be familiar with what could be achieved in successful distance education initiatives or a well-informed group of experts, comfortable with the functioning of distance education in the country and abroad that should be involved in the assessment process.

3 Materials and Method

This research elicits information from staff and students of LAUTECH ODL through series of interviews and questionnaires. The interview was conducted in order to understand their views about the university e-Learning programme, the inherent challenges and possible solutions.

3.1 Research Questions

To elicit information from respondents, several research questions were structured into respondents understanding and perspectives to ODL. Clear and concise vision for the open and distance learning was conducted through interviews, discussions, and online discussion with students of the ODL LAUTECH. The ODL integration was plan for the vision statement that sought to "integrate both information and technology into learning so as to reach a highly competitive quality of teaching and learning outcomes among universities, national and international communities, and hence brought further knowledge to societies about the benefits of ODL" (LAUTECH , 2016). There are eight major goals considered achieve the vision of ODL:

i. To give a high-quality education in both learning and teaching.
ii. To compete both with local and global with other higher education institutions.
iii. To meet the needs of changes of today's learners attitudes.
iv. To provide a conducive environment for ODL.
v. To add values to the quality of ODL outcomes.
vi. To enhance the performance of both instructors and learners in pedagogy.
vii. To increase awareness of ODL.
viii. To design high quality courses.

All the goals were as the result of the awareness and readiness of the management at LAUTECH to recognize the importance of integrating technology into teaching and learning to meet the demand of the society. This is meant important reasons: First, management recognized that the technology and information revolution had affected all aspects of higher education, and that LAUTECH had the responsibility for their students and faculties to empower the LAUTECH educational system with appropriate technology in order to be part of the digital world. Secondly, LAUTECH was working towards excellence in teaching and learning and was hence concerned with its international reputation. For the two reasons, the university is willing to enhance the quality of instruction according to international standards. The enhancement can be achieved by utilizing different tools and strategies in both teaching and learning to meet the demands of its students. These included many dimensions, such as: the technological infrastructure of the university, especially evident in the new campuses design and construction. These opportunities increased in prominence with the emergence of a strategic plan that need to be adapted in e-learning strategic goals. Four of the goals of LAUTECH's strategic plan e-learning are:

i. Provide full training for the e-tutors on modern teaching methods.
ii. Train e-tutors to use information technology in the teaching process.
iii. Emphasizing and encouraging e-learning as a tools of reinforcing the educational framework.
iv. Implement regulations and instructions consistent with international quality standards such as quality matters. The limited financial resources also posed a major weakness at both LAUTECH and at the national levels.

3.2 Challenges facing the quality assurance in LAUTECH ODL

Open and distance learning programmes is not as effective as full-time programmes in a learning university environments. Effective leaning is more flourish when students go through full time-time study. This is the more reason why quality of programmes must be maintained in order to at least produce a justifiable learning outcome. Some of the challenges in ODL include the following:

- Poor understanding of the concept and practice of ODL
- Poor administrative and academic capacity
- Organizational incongruence of ODL and face-to-face operations in dual mode; this could leads to inconsistent scheduling and academic instability, unnecessary strike, delay in evaluation, assessments and feedback from ODL staff and face-to-face modes; poor learner support; rigid and outmoded regulatory environment; lack of institutional support of Centres engaged in ODL
- Poor quality input to the system due to failure of the basic education system; poor communication and reading skills as well as low literacy level
- Poor internet penetration, poor power supply, low computer literacy levels of learners, excessive cost of computers
- High cost of internet access, excessive bandwidth cost
- Unsustainably low enrolment levels
- Inadequate content in terms of quality and quantity
- Lack of synergy and collaboration between participating institutions in Nigeria
- Poor system deployment in the laboratory leads to locationalization of student, transfer of excessive cost of inefficiencies to students and low morale. Also creates problem of completion for space
- Poorly motivated clientele made up of people who come into the system as a last or only resort
- Domiciliation of programs in academic departments lead to the relegation of ODL to a matter of convenience
- Lack of social reinforcement.
- Lack of accommodation during examination
- Poor remuneration to the e-tutors. Some of them are leaving due to pea nut salary.
- Cost Effectiveness: The challenge here concerns the production and delivery of the course, module or unit. Are they cost effective? Do student numbers in each presentation, and the number of presentations before revision, make the required investment worthwhile? Would it be more cost effective to buy in a course, direct students elsewhere or work in partnership with other organisations to achieve economies of scale?
- Appropriate Media: Majority of open and distance learning environments make use of an array of audio, video and textual material, in a variety of ways in teaching; The issue now is what criteria do they adopt in determining which are the most appropriate media for our needs and how do we deploy these in an ODL context. Furthermore, how can institutions make use of the powerful interactive features of Communications and Information Technology to achieve best results?
- Support and Retention: The challenge of widening participation, bring adults and disadvantages groups into the university, is with us. How can we best support our students and improve retention and what diagnostic / developmental materials will be needed?
- Training of Staff and Technical Support (shift from being a conventional, face–to–face teacher, to an online facilitator is not easy, therefore, lecturers and facilitator need to be trained)
- Procedures for Testing Students (in a conventional teaching situation there is demeanour to students, quizzical looks and raised hands often signify a problem in communication or understanding but in an ODL context it is more difficult. Therefore, procedures should be put in place to test or trial test actual materials, systems and procedures before a course is offered to students).
- Meeting Special Requirements (for example, students with disability requires alternative forms of delivery in learning environments to meet the needs of communication impaired students)

3.3 Adopting Model for distance learning at LAUTECH

According to Bates' model (2007) of planning for e-learning was reviewed, which proposed that the transformation into e-learning undergoes five consequential stages:

- **Lone Rangers Approach**: These are the early adopters of e-learning. In their approach, e-learning is introduced through the initiative of individual faculty members or instructors, often with no immediate or direct support from the institution.
- **Encouragement Approach**: The e-tutors need to be encouraged in terms of salary remuneration to enhance their performance.
- **Chaos Approach**: No over usage of e-tutors for period of time, number of e-tutors embrace e-learning, to avoid duplication of effort, and lack of technical standards.
- **Planning Approach**: There is need for realizes that priorities need to be set, common technical standards established, technical, design and support for the e-tutors.

- **Sustainability Approach**: LAUTECH needs to establish a stable system of e-learning so that there be no strike that will hinder the e-learning.

3.4 Features of LAUTECH Learning Management System

This is the platform that the students interact with the instructors. The interface capability for students to register for courses, receives lectures, students are free to ask question and get feedbacks, payment of school fees and online submission of assignments given by instructors. For effective online interaction between instructors and students, web based Learning Management System (LMS) as in Figure 1 was designed and adopted. All activities and interaction will be carried out on this platform. Prior to teaching, students are expected to register their courses using the web page in Figure 2. After registration, teaching can be carried out on the LMS as in Figure 3; the lecturers can use the page to upload teaching materials on the LMS for ODL students to download. Several activities such as assignment, chats, forums, quizzes, feedbacks can be employed to facilitate teaching on the LMS. Figure 4 highlights additional features of the LMS. For emphasis, assignments can be uploaded for students on the LMS as shown in Figure 4 while lecturers can set the deadline and file submission types as in Figure 5. For uninterrupted and effective interaction, the chat platform on the LMS can be used; after lecturers have scheduled a chat session, students can access this chat session through the page in Figure 6 while interaction can be carried out on the chat page as in Figure 7.

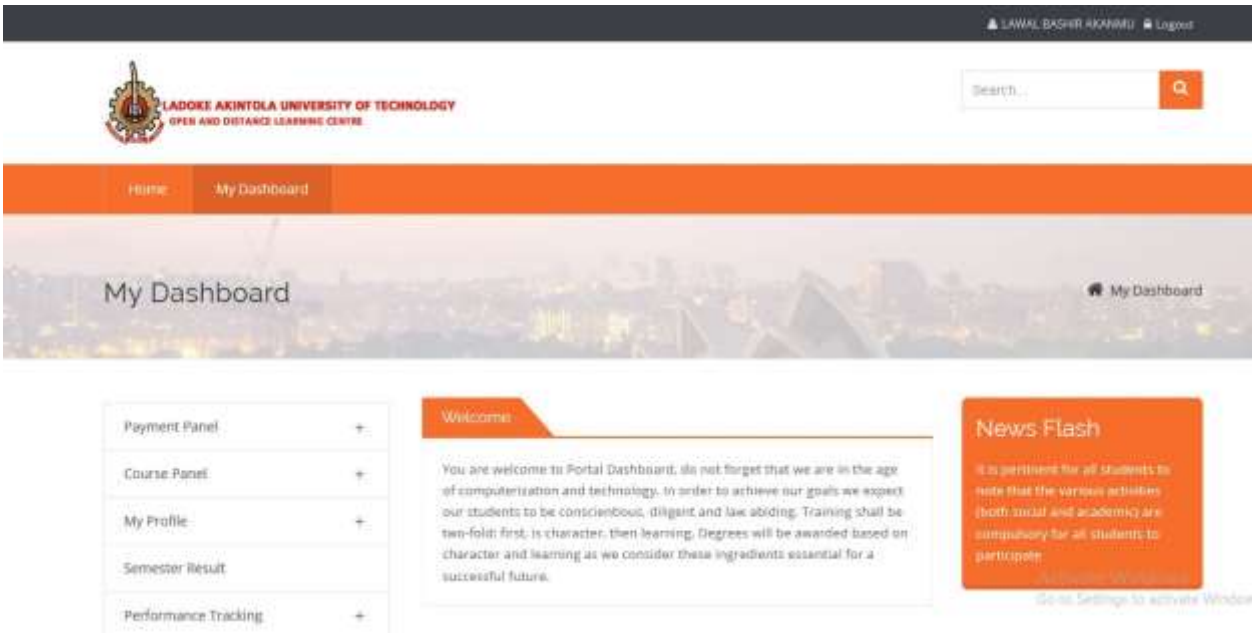

Figure 1: Learning Management System

Figure 2: Course Registration Page

Figure 3: Course Page on the LMS

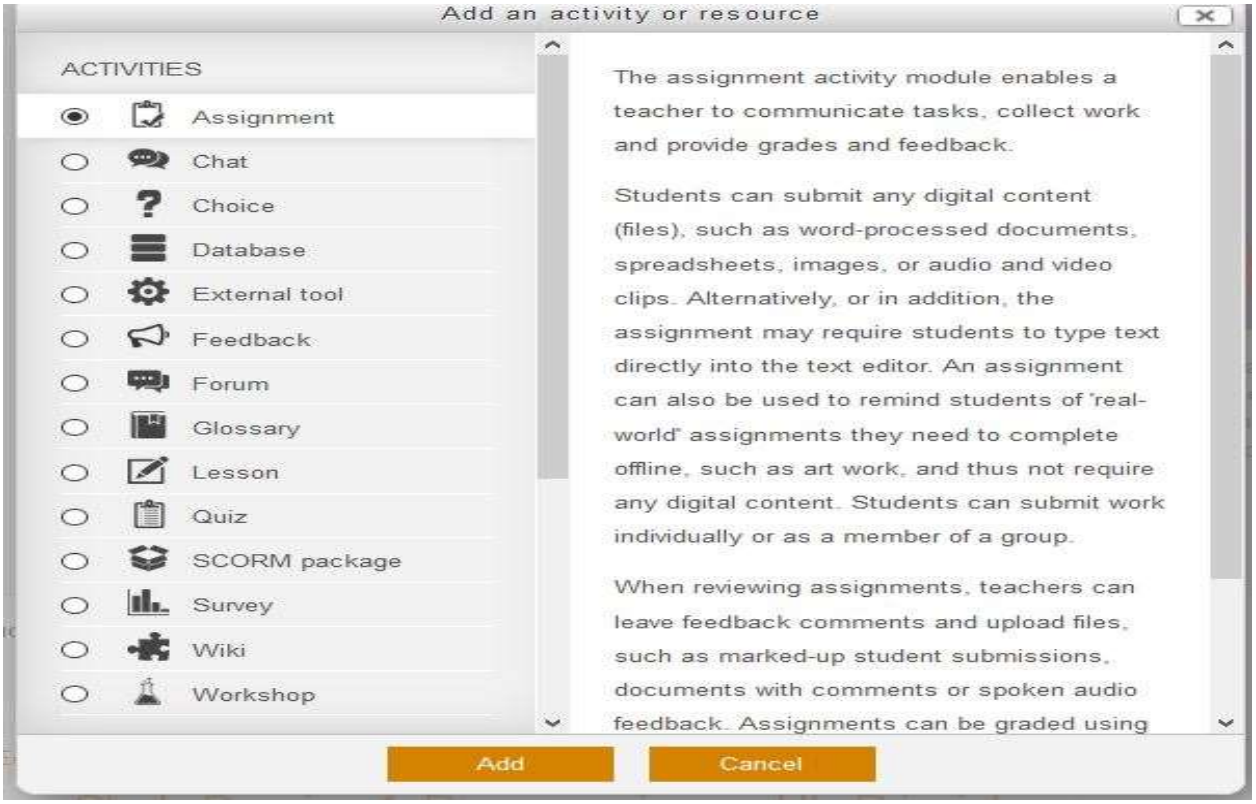

Figure 4: Setting Assignments on the LMS

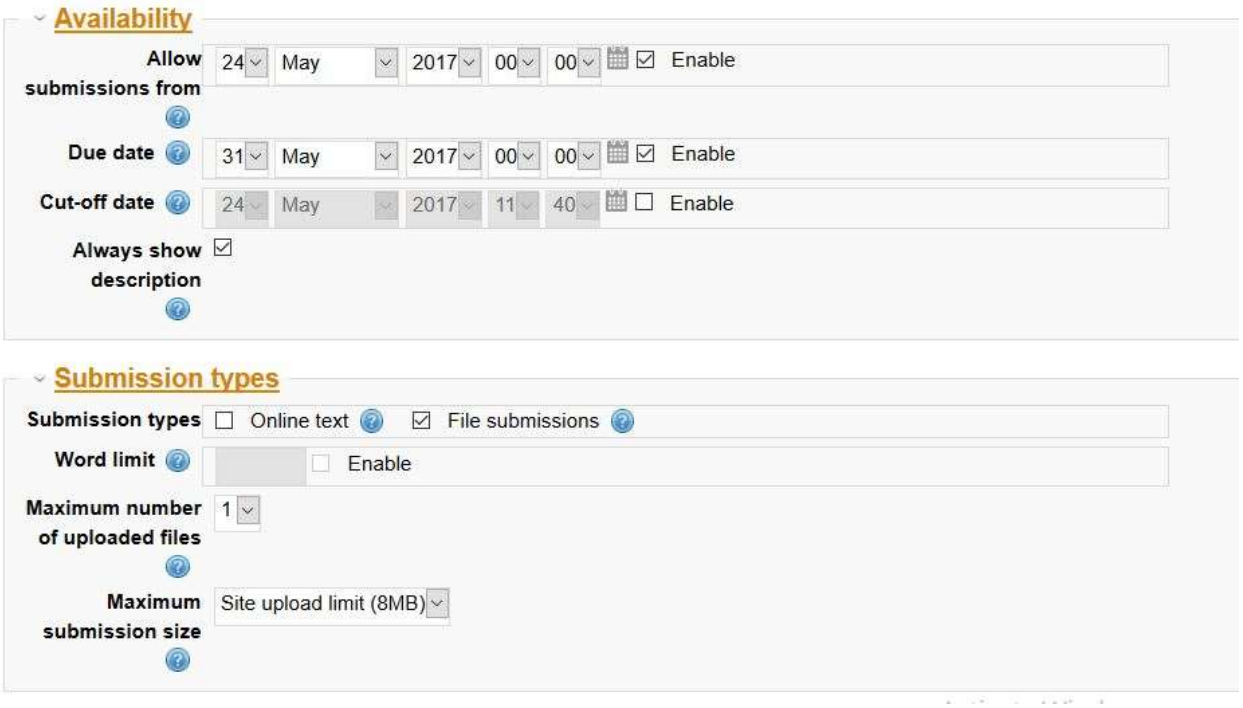

Figure 5: Setting Deadlines for Assignments on the LMS

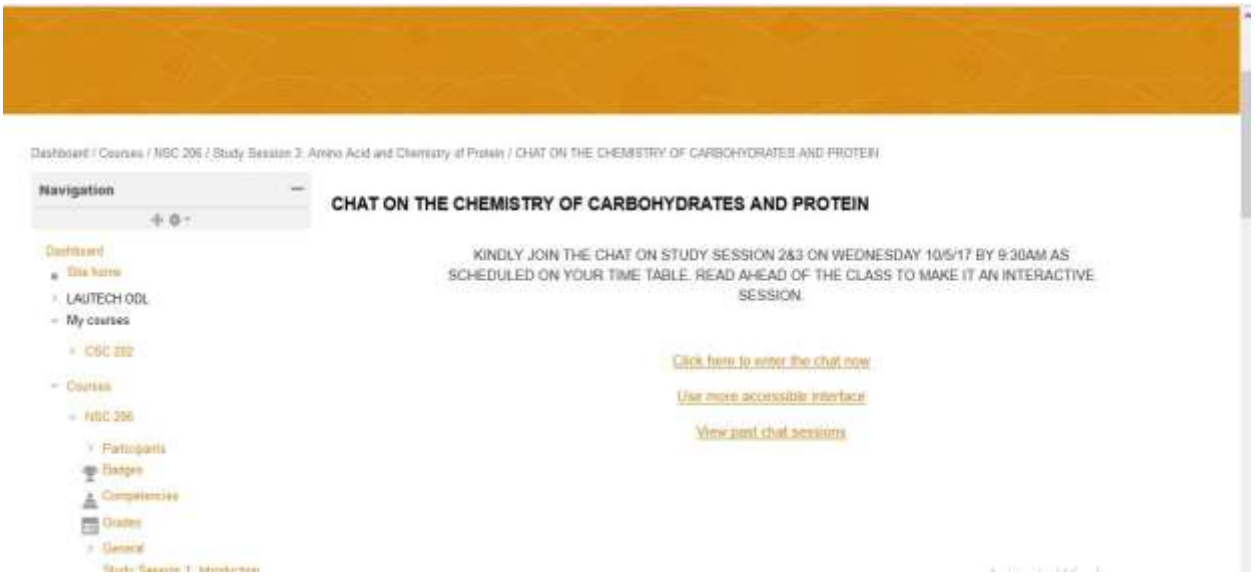

Figure 6: Accessing the Chat Page on the LMS

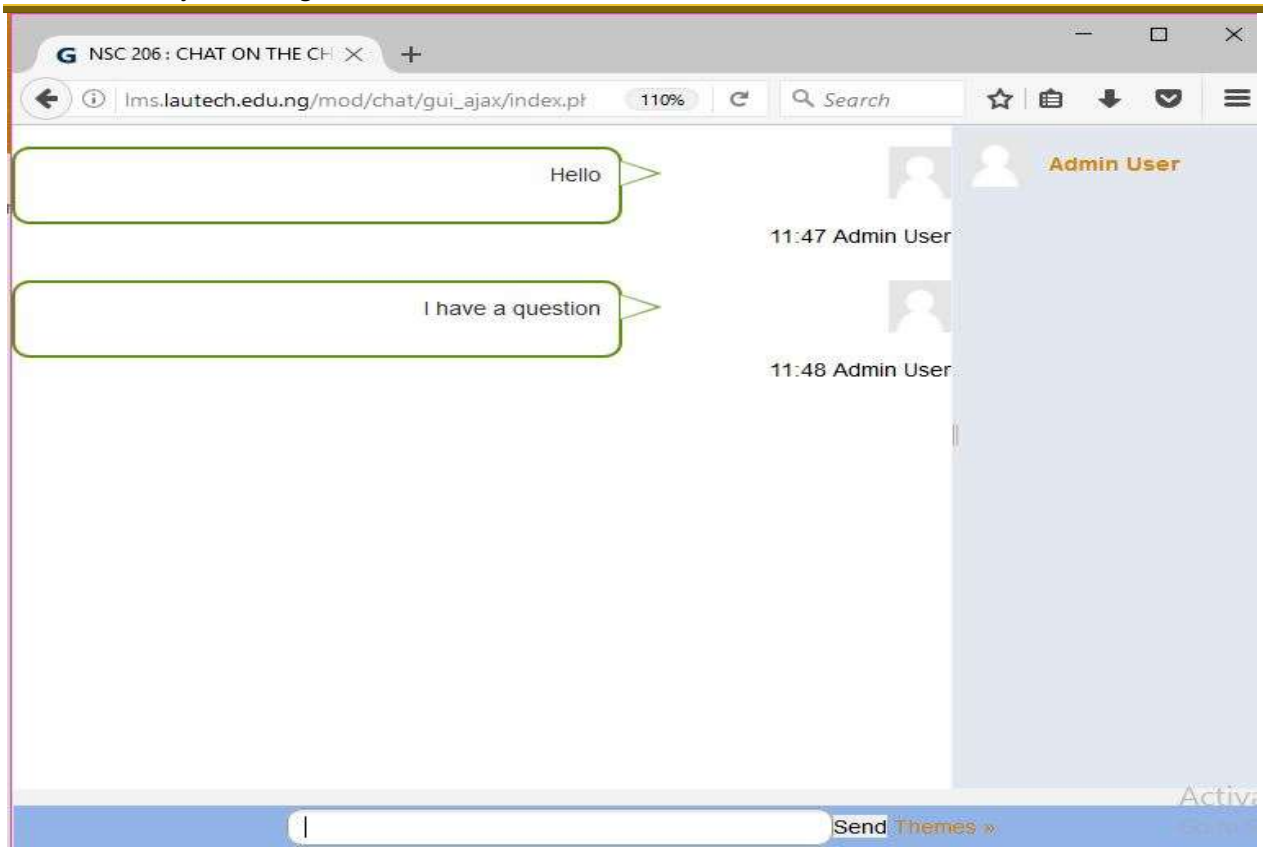

Figure 7: Chat Page on the LMS

3.5. Assessment and Evaluation

3.5.1 The Study Area and Sample Size

The study was conducted on an online based for the Open and Distance Learning students of Ladoke Akintola University of Technology (LAUTECH), Ogbomoso. A set set-up administered questionnaire was set on online for the students willing to give their opinion of the questions asked as shown in Appendix A. This was done to determine sample size because the population of the student is very large. This is drawn to aid the ease of data collection. One hundred and ten students answered the administered questionnaire as shown in Table 1. The students were asked to indicate according to how strong each feels, that can significantly influence the choice of study on ODL means of learning.

3.5.2 Data Collection Instrument

Well-structured online questionnaires were used to gather primary data for the study. The questionnaire was validated and tested for reliability from the generated mean. A Cronbach alpha reliability co-efficient of $\alpha = 0.72$ was achieved.

3.5.3 Method and Tools for Data Analysis

Microsoft Excel was used to capture and analyze the data obtained from the duly-filled copies of questionnaire while frequency and mean distributions (shown in Table 2 and Table 3) were the descriptive techniques used. The descriptive survey was adopted to obtain the opinion of a representative sample of the target population so as to be able to infer the perception of the students. An evaluation was based on student's perspectives to open and distance learning and evaluating the conduct of the open and distance learning programme as shown in the appendix A.

4. Results and Discussion

The result obtained from the students' data was analysed with the aid of Microsoft excels descriptive techniques including frequency and response mean depicts the overall students acceptance and satisfaction with the idea of ODL. The statistics of data sources are summarized in Tables. Table 1 shows the detail descriptive demographic and professional characteristics of the students, Table 2 shows the Student's perspectives to ODL and Table 3 shows the data analysis of the administered questionnaire evaluating the

conduct of the ODL programme, Table 4 shows Evaluation Metrics of students perspective rating and Table 5 shows Reliability and Validity of Analysis Results using a Cronbach alpha reliability co-efficient. Figure 1 show the Bar Chart of student's perspective Evaluation Metrics of ODL platform and Figure 2 shows Graph showing Reliability and validity analysis results of the hypothesis derived. The students' assessment of ODL for the system reliability index (SRI) and the degree of relevance (SDR) are almost equal while system ease of usage (SEU) has low rating. The low rating of the SEU may be due to computer literacy and internet connectivity that the students have during their interaction with e-tutors. The evaluations depict the student's perspectives on learning through the ODL at LAUTECH.

Table 1: Demographic of students

Characteristics	Frequency
Gender	
Male	68
Female	42
Ages (in Years)	
20 - 29 yrs	55
30 - 39 yrs	30
40 - 49 yrs	15
50 & above	10
Marital status	
Single	60
Married	50
Occupation	
Working	79
Applicant	31

Table 2: Student's perspectives to LAUTECH ODL

	Likert Item	SD	D	N	A	SA	MEAN
1.	I had a good understanding and knowledge about ODL	2	11	21	56	20	3.74
2.	The interface is beneficial to my studies.	1	3	5	54	47	4.30
3.	I possess sufficient computer keyboarding skills for doing online work.	0	9	9	52	40	4.12
4.	Comfortable with composing text on a computer in an online learning environment.	0	4	14	52	40	4.16
5.	I feel comfortable communicating online in English with facilitators.	2	1	4	48	55	4.39
6.	I believe a complete course can be given by the Internet without difficulty	1	7	10	54	38	4.10
7.	I could pass a course on the Internet without any teacher assistance	3	15	16	54	22	3.70
8.	I believe an Internet course is possible but for learning English it would be difficult.	12	49	22	17	10	2.67
9.	I am comfortable with written communication.	1	4	16	68	21	3.95
10.	I can spend at least two hours for a class online per day.	0	12	14	63	21	3.85

11.	Accessing internet from home/work cannot be a challenge for my ODL programme	4	17	14	48	27	3.70
12.	My workload at work could affect my ODL programme	10	30	12	45	12	3.15
13.	I will be able to dedicate extra time for online courses daily	1	4	13	71	21	3.97
14.	A conducive place with less distraction will be needed if I am to embark on an online study	4	9	13	56	27	3.82
15.	Not actively employed will be an advantage but it is time for studying on ODL programme	9	31	16	45	6	2.58

Table 3: Evaluating the conduct of the ODL programme by students

	Likert Item	**SD**	**D**	**N**	**A**	**SA**	**MEAN**
1.	The experience of online learning was fun	1	8	11	72	17	3.85
2.	I am confident in my ability to use newly learned skills on the job.	1	0	6	73	30	3.28
3.	Learning using ODL mode is more flexible than face to face approach	2	10	21	45	31	3.82
4.	I am able to easily access the Internet when needed for my studies.	2	11	11	62	24	3.86
5.	I am comfortable communicating electronically	0	5	9	70	26	4.06
6.	I am willing to actively communicate with my classmates and instructors electronically	0	0	10	68	32	4.20
7.	In my studies, I am self-disciplined and find it easy to set aside reading and homework time.	0	7	15	57	20	3.52
8.	I am able to manage my study time effectively and easily to complete my online assignments on time	0	11	16	60	23	3.86
9.	As a student, I enjoy working independently	1	12	21	54	21	3.15
10.	I can ask my teacher questions and receive a quick response during Internet activities outside of class.	3	12	29	51	15	3.52
11.	I feel that face-to-face contact with my instructor is necessary to learn	3	10	9	53	34	3.93
12.	I am motivated by the material in an Internet activity outside of class.	3	4	13	67	22	3.89
13.	I can discuss with other students during Internet activities outside of class.	4	10	19	64	12	3.61
14.	I can collaborate with other students during Internet activities outside of class.	4	11	16	66	12	3.56
15.	Learning is the same in class and at home on the Internet	1	38	12	45	14	3.30
16.	I believe that learning on the Internet outside of class is more motivating than a regular course	3	29	25	40	13	3.28
17.	Communication and feedback between lecturers and students was easy	0	11	24	58	17	3.74
18.	Would you find it acceptable to study online with mobile access only?	1	23	26	47	13	3.44
19.	How do you rate the usefulness of discussion on the chat-room?	0	2	26	51	31	4.01
20	Does the system offer more than face-to-face meeting?	1	13	29	46	21	3.66

Table 4: Evaluation Metrics of students perspective rating

Performance Parameter	**Response Design Target**	**Number of Responses**	**Response Mean**

System Reliability Index (SRI)	>3	110	4.12
System Ease of Usage(SEU)	<3	110	2.58
System Degree of Relevance(SDR)	>3	110	4.01

Table 5. Reliability and Validity of Analysis Results

items	Hypothesis	Cronbach's ∝
Xi	Perceived ease of use of the ODL platform	0.85
X2	Perceived usefulness of the ODL	0.76
X3	Usage intention to use the ODL platform	0.77
X4	Self-efficacy capability to use the ODL platform	0.77
X5	Social trust with students and staff	0.72
X6	Institutional trust to an individual student's trust.	0.78
X7	Social participation of actively individual student	0.73
X8	Attitude of students to the ODL platform	0.78
X9	Technological complexity perceptions of the technology	0.74
X10	Compatibility with the existing values	0.77
X11	Expected student satisfaction ODL platform.	0.75
X12	Risk perspective affect expected student satisfaction	0.74

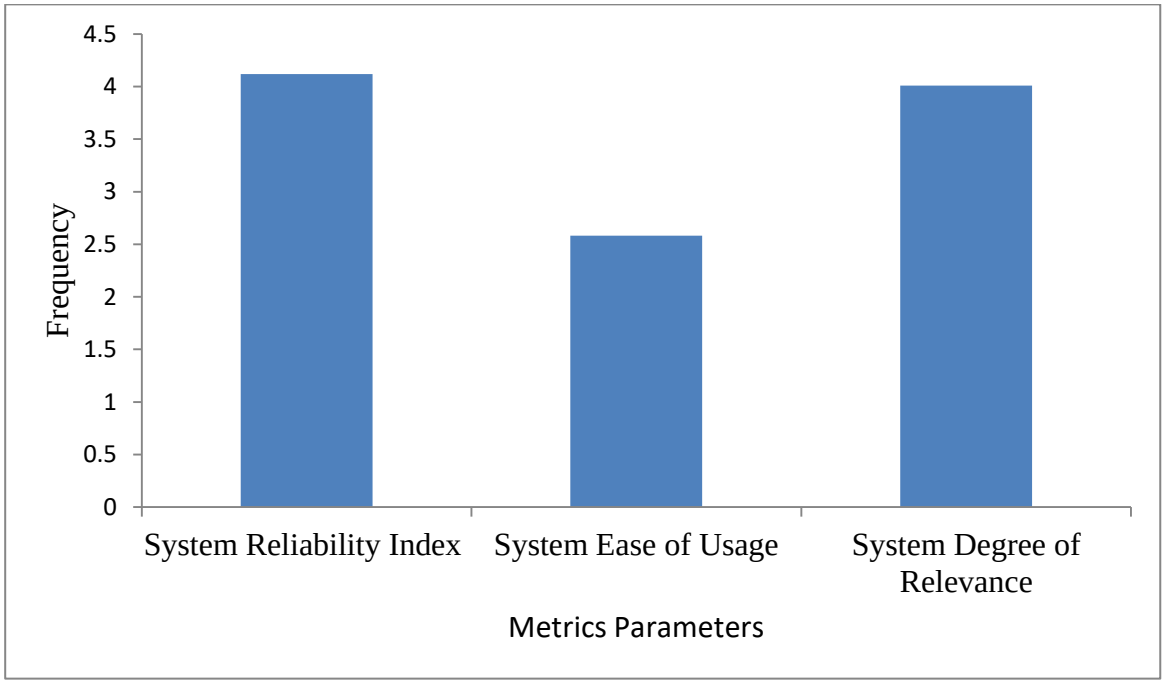

Figure 1: Bar Chart of student's perspective Evaluation Metrics of ODL platform.

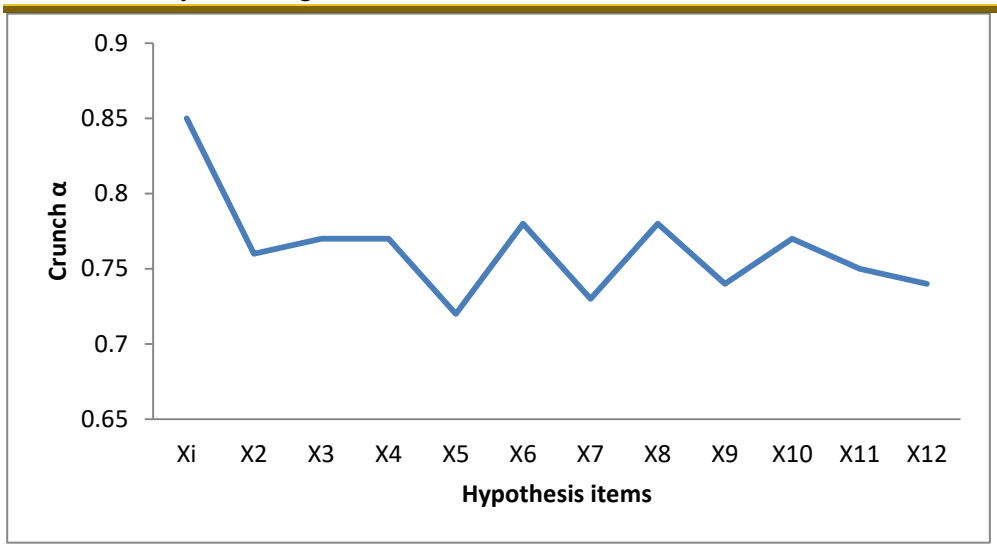

Figure 2: Graph showing Reliability and validity analysis results of the hypothesis result

The result obtained from the demography, students' perspective shows that 61-8% are male and 38.2% are female; 54.5% are single and 45.5% are married and 50% of the population of student that indicate their wiliness to answer the administered questionnaire ranges from the ages of 20 -29 years of age. 71.8% are working while 28.2% are applicants and the students' assessment of ODL from the mean frequency derivation for the SRI (4.12) and the SDR (4.01) are almost equal while the SEU (2.58) has low rating. The low rating of the SEU may be due to computer literacy and internet connectivity that the students have during their interaction with e-tutors. The hypothesis derivative crouch coefficient ranges between 0.72 and 0.85 and 60.9% prefer ODL to conventional way of study (the face-to-face system). It gives students the opportunity to have something else doing to pay school fees, enough time for leisure, playing, working etc.

The findings show that students at LAUTECH have, in general, a very positive attitude towards e-learning. This positive attitude is derived from the perceived benefits of e-learning, including facilitated communication with teachers and other people around the world, as part of the global community, information literacy and enhanced computer skills, self-management, and increased self-confidence. The results show that students with little or no previous experience with ICT had a difficult time adopting e-learning at the beginning of the course. However, the students managed to overcome this obstacle by interacting with the platform and being active in their learning process (self-regulation). This intrinsic motivation is related to the system's perceived ease of use, which in turn determined how the students' accepted and used the new system (Lee et al., 2009).

The students concluded that the e-learning platform was easy to use once they understood how it functioned. The perceived usefulness of e-learning and the user-friendly interface played a significant role in the students' adoption of e-learning. The students reported that they were discussing and communicating more than ever before. This finding shows that the student-centered pedagogy employed in the master's program enhanced the students' educational experience, motivated them and increased their self-confidence. E-learning is learner-centered and self-paced; the students have unlimited access to information unlike in teacher-centered model, where the students have to rely on teachers as their sole source of knowledge delivery (Froyd & Simpson, 2008). All participants mentioned that they enjoy the independence from the teachers and the flexibility that came with e-learning. It seems that the e-learning success found in this study is linked to students' motivation and self-regulation, which confirms the results of previous research studies (Tsinakos and Ally, 2013).

It is important, however, to emphasize that the students in this study are older than 20 years old, which may affect their self-regulation skills and motivation. Most students have challenges in getting accommodation when they are in the campus for examination because LAUTECH is a non-residential institution.

5. Conclusion

Quality is becoming importance for higher education institutions generally, particularly for institutions involved in ODL. The rising concern with quality in higher education lead institutions to be looking for ways of managing quality processes. These have led institutions to be looking for ways of managing quality processes. Quality assurance makes it possible, notwithstanding imperfectly, to measure progress, improve programs and practice, and focus efforts and resources available for the institutions. Quality assurance

can only work when everyone is fully of aware and understands what is involved, and that it takes effort and commitment to make 'quality' happen and can only happen when all stakeholders from students and frontline staff, to university leadership and government has input into the system. Quality assurance implementation requires shared responsibility of all staff and management. This is essential for improving institutional efficiency and effectiveness, and increasing public accountability. Though quality assurance in ODL is faced with challenges, but it can be overcome gradually in the proper usage of ICT; giving the awareness played by the usage of ICT in accessing and delivering education conveniently; providing technical and administrative support through training and policy statements; enhancing collaboration among institutions in Nigeria to access open source software and involving stakeholders so as to create ownership of ICT usage. In essence, to meet the challenges of implementing quality assurance systems, institutions in Nigeria must be ready and willing to adapt, change, and innovate. The quality assurance activities must be clear and transparent and, more significantly, it should be achievable and able to meet the student's expectations. When all systems and procedures are clear and activities well defined, then ODL institutions will meet high quality standards.

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