Comparative Analysis of the National Open University of Nigeria Academic Programme Components of Port Harcourt Centre

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Abstract

The purpose of the study was to do a comparative analysis of the National Open University of Nigeria academic programme components of Port Harcourt centre. The specific objectives were :to identify whether the curriculum of NOUN programmed meets the standard of the conventional universities, to determine if the qualifications of teachers of NOUN programmes meet the standard of the conventional universities, to examine if the quality of students (Admission standard) of NOUN programmes meet the standard of the conventional universities, to identify whether the quality of the instructional materials/ delivery of NOUN programmes meet the standard of the conventional universities and to examine if the quality of evaluation (examination) of NOUN programme meet the quality of the conventional universities. Four structure research questions were raised to guide the study. The study adopted descriptive survey design. The population of the study was 1664 of the 2016/2017 teaching staff and undergraduate students in the schools while sample size for the study comprises of 416 staff and students which were determine using 25% of the total population and simple random sampling technique was adopted in selecting the sample size. The instrument used was researcher's constructed structure questionnaire on a four point's likert's scale type with 5-items. The instrument was validated while the reliability of the instrument was tested using the test-retest method and analyzed using Pearson Product Moment Correlation which give a reliability coefficient of 0.86. Mean and percentage distribution were the simple descriptive statistics used to analyze the research questions while t-test statistics were used to test the hypotheses at 5% level of significance. The results of the findings indicate that despite the immense benefits accrue to the NOUN programme; there is still need to pay more attention to the basic academic components of the programme, Port Harcourt study centre. Sequel to the above results, the study recommends that government and other state holders of the programme should work together for the efficient and effectiveness of the NOUN basic academic components of the programme, Port Harcourt study centre.

Key Words: Academic, Programme, Component, Comparative, Analysis, Conventional Universities.

Introduction

The National Open University of Nigeria (NOUN) was created in 1983 was later closed down a few months late after it was established in 1984 by the Federal Military Government that overthrew the civilian government of Alhaji Shehu Shargari (Jegede, 2006). After many years of closure of the school, the compelling reasons that informed the earlier establishment of the university were still confronting the country (Osam and Ekpo, 2009). Several other reasons had also emerged, like: the need to fill the vacuum created by the profit oriented outreach programmes of many conventional universities in the country; the necessary needs

for economic funding of education; and the need to take advantage of emerging developments in the field of information and communication technologies which have renew the techniques and method of instructional deliveries in distance learning mode (Osam et al, 2009).

Thus, in 2002, the National Open University Act of 1983 which was suspended in 1984 was reactivated. This paved way for the resuscitation of the National Open University of Nigeria as we have it today by President Olusegun Obasanjo This Day, (2004). This birth according to Peters (2006) has renewed the focus to make education available to as many people who have the ability and are willing and ready to benefit from the quality education provided through flexible and affordable distance learning.

Although, the aim of expanding and enhancing student access into university education in Nigeria has indeed remained unachieved despite government's effort at increasing the numbers of universities (Susan and Akuchie, 2014). As at the year, 2013, there were a total number of 129 universities in Nigeria. Despites these numbers, the demand for admission into universities was far more than their carrying capacities. Through government's policy at expanding and enhancing student access into universities, the introduction of private and open universities emerged which has contributed immensely in reducing the problems of student not getting admission into Nigerian Universities (both private and public) (Sherry, 2003).

The National Open University of Nigeria (NOUN) was established with the aim and vision of reducing the problems of admission crises and to provide functional, cost effective and flexible education in order to address these persisting problems. In its operations so far, it has significantly helped to enhanced access into higher educational institutions in Nigeria (Susan and Akuchie, 2014).

However, there have been concerns and argument among stakeholders such as the students, parents, and employers alike about the quality of the instructions, learning environment and graduates chummed out by the school. These issues of quality perhaps could be attributed to the reasons why the demands for admission into conventional public and private universities alike are still very high. The introduction and implementation of distance learning program in territorially large country like Nigeria no doubt, is indeed a Herculean and challenging task. The goals of the open and distance learning institution are however complex and multifaceted. Specifically, For NOUN to effectively attain its major objective (such as providing flexible but qualitative education, enhancing education for all and lifelong, providing a wider access to education in Nigeria); there is need to pay attention to student's perception of the quality of instruction and learning environment among other enabling factors that will enhance overall learning process and performance of the students (Akuchie et al, 2014).

Similarly, the concept of quality of instruction and learning environment is not new: It has always been part of academic tradition. It is in view of this fact, the world now see the need for emphasis on quality of instructions and learning environment of most universities. The quality of instructions and learning environment of universities has to do with the relationship between the universities education and the society (stakeholders in the system), which has to be checked consistently (Vroeigenstijn, 1995) cited Innocent (2014). According to Sherry (2003), translating ideas of excellence into applicable terms for providers and users of distance education is not an easy task (However) in this new century, with distance education

like National Open University expanding worldwide, the urgency of quality assurances is apparent The issues surrounding quality of instruction and learning environment of distance education have been discussed and debated by many different parties (Innocent, 2014). Regardless of who is interested in quality of this unique educational environment that distance education established "all stress the need to have what contributes to these qualities" in Open University education courses and programs which is the basis of academic programmes components in Nigeria

The term "Comparative analysis" is often used in a vague, blurred way. It has to with reviewing what you are doing to ensure it meets require standard compare to others. It also means finding out what you may need to change to make sure you meet the need of your service users. Successful program development cannot occur without thorough evaluation. The value of evaluation, especially pertaining to National Open Universities, has been variously discussed.

Sampong (2009) suggested that are several important reasons for evaluation in National Open Universities. Comparison helps Open University educators and users to gather information about learners, basic academic programmes, and their needs and desires. It is needed because National Open Universities in its equipped, innovative stage and pioneering activities are still taking place within the industry. It assists distance educators in thinking about what they are trying to do and what they hope to achieve as they implement certain programs and activities Comparison helps in providing information needed about basic academic programmes by external bodies, funding agencies, business, colleges, students, and other clients who want to know if the National Open University has accomplishes what it sets out to do. The existing literature on evaluation of National Open Universities mostly deals with comparison studies of one mode of the system over the other, mostly correspondence over traditional conventional face-to-face instruction, or of one medium over the other.

Comparative analysis of program is the systematic investigation of the worth of an ongoing or continuing activity with respect to the other. There are different modes of or approaches to Comparative analysis as there are philosophical underpinnings the concept.
Also, the word "open" as reflected in the university name is refers to as philosophic construct that seeks to remove barriers from accessing and succeeding in quality lifelong education. Open and distance learning as an educational method and philosophic construct has been identified as the most portend instrument for combating the educational problems assailing a nation like Nigeria.

However, no matter how barrier and constraints free this maybe there is the need to examine the nature of its basic academic programmes since they have direct or indirect impact, not only on their achievement but also on socio personal dispositions of the industry. Conrad (2002) views that learning environment an essential condition to effective teaching which makes learning liable. Learning environment include educational facilities like physical infrastructure, modem learning materials such as instructional materials like computers, visual aids, libraries etc. All these will enhance the quality of instructional and deficiency of it affects academic performance. They could also have both direct and immediate effects on social and achievement outcomes.
Therefore, the aim of this study is to evaluate National Open University basic academic programmes. This will be achieved through examining the extent to which NOUN has successfully implement its instructional process, in the curriculum, quality of the qualifications of the teachers, student admission standard, instructional delivery and

evaluation.

Purpose of the Study
The purpose of the study was to do a comparative analysis of the National Open University of Nigeria and academic programme components of Port Harcourt Centre. Specifically, the study will attempt to achieve the following objectives;

(1) Identify whether the curriculum of NOUN programmed meets the standard of the conventional universities.
(ii) Determine if the qualifications of teachers of NOUN programmes meet the standard of the conventional universities.
(iii) Examine if the quality of students (Admission standard) of NOUN programmes meet the standard of the conventional universities.
(iv) Identify whether the quality and delivery of the instructional materials of NOUN programmes meet the standard of the conventional universities.
(v) Examine if the quality of evaluation (examination) of NOUN programme meet the quality of the conventional universities.

Research Questions
In the above purpose of the study, the following research questions have been raised;

i. What is the extent at which curriculum of NOUN programme meet the standard of the curriculum of conventional universities?
ii. What extent are the qualifications of teachers of the NOUN programmes as compared to qualification of teacher's in the standard conventional universities?
iii. To what extent is the qualification (Admission standard) of students of the NOUN programme meets the qualifications of students in the standard conventional universities.
iv. To what extent is the quality and delivery of instructional materials provided by NOUN programme meet the quality and delivery of instructional materials of the standard conventional universities?
v. To what extent is the quality examination provided by the NOUN programme meet the quality of examination provided by the conventional universities?

Hypothesis
The following hypotheses were formulated to be tested at 5% level of significance;

H_{O1}: There is no significant difference between the response of staff and students of NOUN on the standard of curriculum and the responses of staff and students of conventional universities.
H_{O2}: There is no significant difference between the response of staff and students of NOUN on the standard of qualifications of teachers and the response of staff and students of conventional universities.
H_{O3}: There is no significant different between the response of staff and students of NOUN on the quality of students admission and the responses of staff and students of conventional universities.
H_{O4}: There is no significant difference between the response of staff and students of NOUN on the quality and delivery of instructional provided by NOUN and the responses of staff and students of conventional universities.
H_{O5}: There is no significant difference between the response of staff and students of NOUN about the quality of Examination provided by NOUN programme and the responses of staff and students of conventional universities.

Methodology

The following sub-headings were considered under methodology: Research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, administration of the instrument and method of data analysis.

Research Design

The study adopted survey design. A descriptive survey research design, according to Anyakoha (2009) uses questionnaires, interviews, observations in order to determine the opinions, attitudes, preferences and perceptions of the people. The research design is the set of methods and procedure used in collecting and analyzing measures of the variables specified in the research problem (Okwarudu, 2004). The choice of descriptive survey method is borne out of the fact that this method will help the researcher gather information on the comparative analysis of the National Open University of Nigeria (NOUN) academic programmes components, Port Harcourt Centre.

Population of the Study

The population of the study comprised of 1664 staff and undergraduate students in both National Open University of Nigeria, Port Harcourt study centre and the standard conventional university (Extracted from Ignatius Ajuru, University of Education, Rivers State, and NOUN Port Harcourt study Centre Record,2017).The population in each of the university was distributed among the faculties, lecturers and students

Sample and Sampling Technique

The sample for the study was made up of 25% of the population size of 1664 of both undergraduate students and lecturers in all the faculties and departments of the National Open University of Nigeria, Port Harcourt centre and standard conventional University (Ignatius Ajuru University of Education, Port Harcourt) which gives a sample size of 416. Since the population is a heterogeneous type, the sample size was determined using the percentage distribution.

The formula is started as thus:

$$n = \frac{25}{100} \times \frac{N}{1}$$, Where N is the population size, given as (N =1664).

Therefore, the sample size (n) is; $n = \frac{25}{100} \times \frac{1664}{1}$, $n = 416$.

The sampling technique adopted for this study was simple random sampling. According to Wodi (2005), Simple random Sampling can be define as a sampling technique in which every sample in the population has equal chance of being selected without bias.

Research Instrument

The instrument used to collect data for the study was researcher constructed structured questionnaire titled: comparative analysis of the National Open University of Nigeria (NOUN) and Academic programme component of Port Harcourt centre "(ANOUNAPC)". The instrument was divided into two sections. Section A: sought information on the respondent's demographic data such as Name, sex status, department and faculty. Whereas B: deals with students and lecturers perception of the quality of instruction and learning environment of the National Open University of Nigeria. The instrument used was based on the modified four points Likert type Scale of very High Extend (VHE), High Extent (HE), very low Extent (VLE) and low extent (LE) with numerical values of 4,3,2 and 1

respectively.

Validation of the Instrument

Validity of an instrument was based on how an instrument fulfils the purpose it was main to perform Wodi, (2005). After developing the instrument, its face and content validities were established by subjecting it to a critical assessment by the researcher's supervisor and two other experts in the Faculty of Technical and Science Education at the Rivers State University of Science and Technology Nkpolu-Oroworukwo, Port Harcourt. They helped ascertain that the contents of the instrument were in line with the purpose of the study, research questions and hypotheses.

Reliability of the Instrument

The test-retest method was used to determine the reliability of the instrument. To do these 30 copies of the questionnaire were distributed among the students that were not selected in the sample and after two weeks of interval, another 30 copies of the same questionnaire were distributed to the same students. The results obtained were calculated using Pearson's Product Moment Coefficient efficient at 0.05 level of significance. A reliability coefficient of 0.86 was obtained to establish the reliability of the instrument.

Administration of the Instrument

The instrument was administered by the researcher in person, with the support of two well informed research colleagues to ensure a one hundred (100) percent return of the completed questionnaire. The researcher administered the copies of the questionnaire and collected them after an interval. This was done during examination period when all the students were converged at the Port Harcourt Centre.

Method of Data Analysis

Mean and percentage distribution were used to analyse the research questions posed for the study. The decision rule will be based on the mean score of 2.50 and above which was considered as benchmark for acceptance, meanwhile any item with a mean score below 2.50 was rejected. T-test statistics was used with the aid of statistical package for social science (SPSS) version 22 to test the null hypotheses formulated for the study.

Results and Discussion

Research Question 1: What is the extent at which curriculum of NOUN programme meet the standard of the curriculum of conventional universities?

Table 4.1: Mean and Percentage distributions on the Extent of how the curriculum of NOUN Programme Meet the Standard of the Conventional Universities

	Items	VHE	HE	VLE	LE	Mean	Remark
1	The curriculum of NOUN programme is adequate and satisfactory to meet the standard of the conventional universities.	207 (49.76)	95 (22.84)	2 (0.48)	112 (26.93)	2.95	Accepted
2	The curriculum contend delivery method as effective in understanding the lecture topic	4 (0.96)	154 (37.09)	122 (29.33)	136 (32.69)	2.06	Rejected
3	Tutorial sessions are organized to cover up the curriculum content of NOUN programme as in the case of some conventional universities	16 (3.85)	371 (89.18)	5 (1.20)	24 (5.77)	2.91	Accepted
4.	There is no discrepancy between the NOUN curriculum and the conventional universities curriculum	100 (24.04)	83 (19.95)	161 (38.70)	72 (17.31)	2.51	Accepted
5.	The NOUN programmes are accredited by NUC	28 (6.73)	313 (75.24)	73 (17.55)	2 (0.48)	2.88	Accepted
	Grand Mean					2.66	

Source: Researcher's Computation with the Aid of SPSS Version 22

Table 4.1 above reveal that 72.7% of the respondents to a very high extent agreed that the curriculum of NOUN programme is adequate and satisfactory to meet the standard of the conventional universities whereas this was confirmed at the mean score of 2.95.

Similarly, 38.05% of the respondents disagreed the curriculum contend delivery method as effective in understanding the lecture topic and the mean score of 2.06 confirms this. According of the respondent they argued the NOUN program curriculum contends delivery method as the lecture is mainly done online.

For the fact that tutorial sessions are organized to cover up the curriculum content of NOUN programme as in the case of some conventional universities, to 93.03% very extent respondent agreed with this and it was also confirm with the mean score of 2.91. Also, 49.99% of the respondents to a very low extent agreed there is no discrepancy between the NOUN curriculum and the conventional universities curriculum and this was confirmed as the mean score is 2.51. And 81.97% of the respondents to a very high extent agreed that the NOUN programmes are accredited by NUC. The grand mean was 2.66 which falls within an acceptable criterion mean area, therefore it was concluded that to an high extent the curriculum of NOUN programme meet the standard of the curriculum of conventional universities in Nigeria.

Research Question 2: What extent is the qualification of teachers of the NOUN programmes meets to the qualification of teachers in the standard conventional universities?

Table 4.2: Mean and Percentage distribution on the Extent of how the Qualification of Teachers of NOUN Programme Meets the Qualification of Teachers in the standard Conventional Universities.

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1	The qualification of teachers of NOUN is the same compare to conventional universities teachers	14 (3.37)	231 (55.5)	169 (40.63)	2 (0.48)	2.63	Accepted
2	The NOUN teachers have standard qualification compare to conventional universities teachers.	40 (9.62)	281 (67.55)	89 (21.39)	6 (1.44)	2.85	Accepted
3	NOUN students' academic performance is mostly influence by teacher's qualifications compare to the conventional universities.	28 (6.73)	313 (75.24)	73 (17.55)	2 (0.48)	2.88	Accepted
4.	Lecturers who teach in NOUN also teach in conventional universities.	4 (0.96)	154 (37.02)	122 (29.33)	136 (32.69)	2.06	Rejected
5.	Teachings in NOUN are done online compare to the conventional universities.	42 (10.10)	264 (63.46)	31 (7.45)	79 (18.99)	2.65	Accepted
	Grand mean					2.61	

Source: Researcher's Computation with the Aid of SPSS Version 22

Table 4.2 above reveal that 58.87% of the respondents agreed to very low extent that the qualification of teachers of NOUN is the same compare to conventional universities teachers. The mean score 2.63 confirmed this. Likewise, 77.17 % of the respondents agreed to a high extent that the NOUN teachers have standard qualification compare to conventional universities teachers and the mean score of 2.85 confirmed this.

Similarly, 81.97% of the respondents agreed to very high extent that NOUN students' academic performance is mostly influence by teacher's qualifications compare to the conventional universities and this was also verify with a mean score of 2.88.
Also, 37.98 % of the respondents disagreed to low extent that the NOUN students' academic performance is mostly influence by teacher's qualifications compare to the conventional universities and the mean score of 2.06 also ascertain this. And 73.3 % of the respondents agreed to high extent that teaching in NOUN are done online compare to the conventional universities. The grand mean was 2.61 which falls within an acceptable criterion mean area, therefore it was concluded that to an high extent the qualification of teachers of the NOUN programmes meets to the qualification of teachers in the standard conventional universities

Research Question 3: To what extent is the qualification (Admission standard) of students of the NOUN programme meets the qualifications of students in the standard conventional universities?

Table 4.3: Mean and Percentage Distributions on the Extent of how the qualifications (Admission standard) of students of the NOUN programme meet the qualifications of the students in the standard conventional universities.

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1	Student's admission requirement for NOUN students is the same compare to conventional universities.	48 (11.54)	342 (82.21)	0 (0)	26 (6.25)	2.99	Accepted
2	Student graduation requirement for NOUN students is the same compare to conventional universities.	282 (67.71)	130 (31.25)	0 0	4 (0.96)	3.66	Accepted
3	NOUN programme do not give room for students to over stay their programme more than requires as in the case of many conventional universities.	340 (81.73)	9 (1.92)	50 (12.02)	18 (4.33)	3.61	Accepted
4	Feedback process for graduating students in NOUN programme is satisfactory compare to conventional universities.	(0) (0)	310 (74.52)	4 (0.96)	102 (24.52)	2.50	Accepted
5	Both NOUN and conventional universities students have the same number of credit loads.	310 (74.52)	106 (25.43)	0 (0)	0 (0)	3.75	Accepted
	Grand mean					3.30	

Source: Researcher's Computation with the Aid of SPSS Version 22

Table 4.2 above reveal that 93.75% of the respondents agreed that the Student's admission requirement for NOUN students is the same compare to conventional universities and this was later confirmed with the mean score of 2.99.

Similarly, 98.96% of the respondents agreed that Student graduation requirement for NOUN students is the same compare to conventional universities and the mean score of 3.66 confirmed this. Also, 83.65 % NOUN programme do not give room for students to over stay their programme more than requires as in the case of many conventional universities and the mean score of 3.61 of the respondents at-test. Meanwhile, 74.52% of the respondents agreed that Feedback process for graduating students in NOUN programme is satisfactory compare to conventional universities and the mean score is 2.55. And 100% of respondents agree that Both NOUN and conventional universities students have the same number of credit loads and the mean score of 3.75 confirmed this. The grand mean was 3.30 which falls within an acceptable criterion mean area, therefore it was concluded that to a very high extent the

qualification (Admission standard) of students of the NOUN programme meets the qualifications of students in the standard conventional universities.

Research question 4: To what extent is the quality and delivery of instructional materials provided by NOUN programme meet the quality and delivery instructional material of the standard conventional universities?

Table 4.4: Mean and Percentage Distributions on the Extent of how the quality and delivery of instructional materials provided by NOUN programme meet the quality and delivery instructional material of the standard conventional universities

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1	The course materials provided by instructors in NOUN programmes are adequate and satisfactory in meeting standard obtainable in conventional universities.	0 (0)	229 (55.05)	176 (42.31)	11 (2.64)	2.52	Accepted
2	Library services provided for students are adequate and satisfactory as compare to conventional universities.	373 (89.66)	19 (4.57)	17 (4.09)	7 (1.68)	3.82	Accepted
3	Study centres are adequately equipped and conducive for learning like as in the case of conventional universities.	297 (71.39)	99 (23.83)	14 (3.37)	6 (1.44)	3.65	Accepted
4.	NOUN counselling services provided to the students are adequate and satisfactory in meeting the standard in conventional universities.	2 (0.48)	231 (55.53)	175 (42.07)	8 (1.92)	2.55	Accepted
5.	The NOUN regular and timely supplies of course materials ton students are okay conventional to conventional universities.	3 (0.72)	391 (93.99)	11 (2.64)	11 (2.64)	2.93	Accepted
	Grand Mean					3.10	

Source: Researcher's Computation with the Aid of SPSS Version 22

Table 4.4 above reveal that 55.05% of the respondents agreed that the course materials provided by instructors in NOUN programmes are adequate and satisfactory in meeting standard obtainable in conventional universities and this is confirmed on the mean score of 2.64.

Similarly, 94.23% of the respondents agreed to a very high extent that Library services provided for students are adequate and satisfactory as compare to conventional universities and the mean score of 3.82 confirmed this

Also, 95.19 % of the respondents agreed that the Study centres are adequately equipped and conducive for learning like as in the case of conventional universities and this was confirmed on the mean score of 3.65 While 56.01 % of the respondents agreed that NOUN counselling services provided to the students are adequate and satisfactory in meeting the standard in conventional universities. This was confirmed on the mean score of 2.55 and 94.71 % of the respondents to very high extent agreed that the NOUN regular and timely supply of course materials ton students are okay conventional to conventional universities. The mean score of 2,93 confirmed this. The grand mean was 3.10 which falls within an acceptable criterion mean area, therefore it was concluded that to a very high extent that the quality and delivery of instructional materials provided by NOUN programme meet the quality and delivery instructional material of the standard conventional universities

Research 5: To what extent is the quality of examination provided by the NOUN programme meet the quality of examination provided by the standard conventional universities?

Table 4.5: Mean and Percentage Distribution on the Extent of how the quality examination provided by the NOUN programme meet the quality of examination provided by the conventional universities

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1	Examination materials are always well secure unlike in the case of the conventional universities.	15 (3.61)	230 (55.29)	169 (40.63)	2 (0.48)	2.62	Accepted
2	NOUN examination results are promptly communicated to the students	202 (48.56)	100 (24.04)	2 (0.48)	112 (26.93)	2.94	Accepted
3	NOUN numbers of assignments given to students are adequate unlike conventional universities.	8 (1.92)	150 (36.06)	122 (29.33)	136 (32.69)	2.06	Rejected
4.	Feedback process discourages drop out students from the NOUN programme unlike conventional universities.	100 (24.04)	83 (19.95)	161 (38.70)	72 (17.31)	2.91	Accepted
5.	Timely and adequate information are provided before examinations and assignments are administered like the conventional universities.	28 (6.73)	310 (74.52)	76 (18.27)	2 (0.48)	2.88	Accepted
	Grand Mean					2.82	

Source: Researcher's Computation with the Aid of SPSS Version 22

Table 4.5 above reveal that 72.60% of the respondents agreed that Examination materials are always well secure unlike in the case of the conventional universities and the mean score of 2.94 confirmed this. Also, 37.98 % of the respondents rejected the fact that NOUN examination results are promptly communicated to the students and the mean score of 2.o6 confirmed this.

Similarly, 93.03 % of the respondents agreed that NOUN numbers of assignments given to students are adequate unlike conventional universities and the mean score of 2.91 confirmed this.
Meanwhile, 43.99% of the respondents agreed that Feedback process discourages drop out students from the NOUN programme unlike conventional universities and the mean score of 2.51 confirmed this
And 81.25 % of the respondents agreed that Timely and adequate information are provided before examinations and assignments are administered like the conventional universities and the mean score of 2.88 confirmed this. The grand mean was 2.68 which falls within the acceptable criteria mean area, therefore it was concluded the quality of examination provided by the NOUN programme meet the quality of examination provided by the standard conventional universities

Test of Hypothesis:
Hypothesis One ($H0_1$): There is no significant difference between the response of staff and students of NOUN on the standard of curriculum and the responses of staff and students of standard conventional universities (SCU).

Table 4.6: Summary of T-test Analysis for Hypothesis One (H_{O1})

School(s)	N	Mean	Std. Dev	Df	T-cal	T-critical	P - value	Remark
NOUN	208	3.16	1.21	414	-8.28	1.96	0.00	Accept Ho
SCU	208	3.88	0.33					

Source: Researcher's Computation Using SPSS Version 22

The table 4.6 above presents the t-test analysis of the difference between the mean ratings of the curriculum of NOUN programme and standard of the conventional universities. From the table 4.7, it is indicated that the calculated t-value is -7.85 at 414 degree of freedom and 0.05 level of significance since the calculated t-value 0.00 is less than the table t-value 0.005. Hence, the null hypothesis (HO_1) is significant at 0.05 level of significance. It was concluded that there is no significant difference between the response of staff and students of NOUN on the standard of curriculum and the responses of staff and students of standard conventional universities.

Hypothesis Two ($H0_2$): There is no significant difference between the response of staff and students of NOUN on the standard of qualifications of teachers and the responses of staff and students of standard conventional universities (SCU).

Table 4.7: Summary of T-test Analysis for Hypothesis two (HO$_2$)

School(s)	N	Mean	Std. Dev	Df	T-cal	T-critical	P-value	Remark
NOUN	208	2.03	0.85	414	-16.72	1.96	0.00	Accept Ho
SCU	208	2.98	0.43					

Source: Researcher's Computation Using SPSS Version 21.

The table 4.7 above presents the t-test analysis of the difference between the mean ratings of the standard of the qualifications of teachers of NOUN programme and standard of the conventional universities. From the table 4.8, it is indicated that the calculated t-value is -16.72 at 414 degree of freedom and 0.05 level of significance since the calculated t-value of 0.00 is less than the table t-value of 0.05. Hence, the result is significant at 0.05 level of significance. It was concluded that there is no significant difference between the responses of staff and students of NOUN on the standard of qualifications of teachers and the responses of staff and students of standard conventional universities.

Hypothesis Three (H0$_3$): There is no significant different between the response of staff and students of NOUN on the quality of students admission and the responses of staff and students of Standard conventional universities (SCU).

Table 4.8: Summary of T-test Analysis for Hypothesis Three (HO$_3$)

School(s)	N	Mean	Std. Dev	Df	T-cal	T-critical	P-value	Remark
NOUN	208	2.49	1.73	414	-4.72	1.96	0.00	Accept Ho.
SCU	208	3.03	0.32					

Source: Researcher's Computation Using Spss Version 22

The table 4.8 above presents the t-test analysis of the difference between the mean ratings of the quality of student's admission of NOUN programme and standard of the conventional universities. From the table 4.9 , it is indicated that the calculated t-value is -4.72 at 414 degree of freedom and 0.05 level of significant since the calculated p-value 0.00 is less than the table t-value of 0.05, Hence, the null hypothesis three (HO3) is significant at 0.05 level of significance.
Hence, It was concluded that there is no significant different between the responses of staff and students of NOUN on the quality of students admission and the responses of staff and students of standard conventional universities.

Hypothesis Four (H0$_4$): There is no significant difference between the responses of staff and students of NOUN on the quality and delivery of instructional provided by NOUN and the responses of staff and students of Standard conventional universities

Table 4.9: Summary of T-test Analysis for Hypothesis Four (HO$_4$)

School(s)	N	Mean	Std. Dev	Df	T-cal	T-critical	P-value	Remark
NOUN	208	2.71	0.63	414	-1.77	1.696	0.08	Accept Ho.
SCU	208	2.80	0.80					

Source: Researcher's Computation Using SPSS Version 22

The table 4.10 above presents the t-test analysis of the difference between the mean ratings of the quality of instructional materials provided for NOUN programme and standard of the conventional universities. From the table 4.10 , it is indicated that the calculated t-value is -1.77 at 414 degree of freedom and 0.05 level of significant since the calculated p-value of -0.08 is greater than the table p-value of 0.05, Hence, the null hypothesis four (HO4) is not significant at 0.05 level of significance.

It was conclusion that there is no significant difference between the response of staff and students of NOUN on the quality and delivery of instructional provided by NOUN and the responses of staff and students of Standard conventional universities

Hypothesis Five (H0₅): There is no significant difference between the response of staff and students of NOUN on the quality of Examination provided by NOUN programme and the responses of staff and students of Standard conventional universities (SCU)

Table 4.11: Summary of T-test Analysis for Hypothesis five (HO₅)

School(s)	N	Mean	Std.Dev	Df	T-cal	T-critical	P-value	Remark
NOUN	208	2.03	0.10	414	-20.29	1.697	0.000	Accept
SCU	208	3.98	0.01					Ho.

Source: Researcher's Computation Using SPSS Version 22

The table 4.11 above presents the t-test analysis of the difference between the mean ratings of the quality of evaluation (Examination) provided at the NOUN programme and standard provided at the conventional universities. From the table 4.11, it is indicated that the calculated t-value is -20.29 at 414 degree of freedom and 0.05 level of significant since the calculated p-value 0.00 is less than the table t-value of 0.05 , Hence, the result of the null hypothesis six (HO₅) is significant   at 0.05 level of significance and therefore, it was be accepted. Therefore, it was concluded that there is no significant difference between the responses of staff and students of NOUN on the quality of Examination provided by NOUN programme and the responses of staff and students of conventional universities.

4.2   Discussion

The findings of this comparative study have provided data based answers to some of the key perturbing questions about the extent at which curriculum of NOUN programme meet the standard of the curriculum of conventional universities. In response to the above question, it was reveal that the extent at which curriculum of NOUN meets the standard of the curriculum of conventional universities was 72.7% very high extent which was confirmed in Kpolovie and Obilor (2014) findings about the extent NOUN programmes has been implemented.

Also, the question about the extent the qualifications of teachers of the NOUN programmes meets the qualification of teachers in the standard conventional universities was asks. In response to the items of this questions, the respondents confirmed that average of 2l61 of the total responses are of the opinion that 58.87% qualifications of teachers of NOUN programmes can be with that of the conventional universities. This also confirmed Nwaneri (2012) findings that the problems of NTI distance learning programme is not policy that established it but in the implement of the basic academic programmes.

Similarly, the issue of what extent is the qualification (Admission standard) of students of the NOUN programme meet the qualification of students in the standard conventional universities was raised. In the opinion of the respondent, it was confirmed that 3.30 of the

grand mean shows that 93.75% very high extent of the qualification (Admission standard) of students of NOUN programmes meets the qualification of NOUN programme meets the qualification of students in the standard conventional universities. This contradict Kpolovie and Obilor (2013) findings as cited in this day January 27 (2004:6) that 673, 394 representing 45.86% admitted in the university while those that sat for University Tertiary Matriculation Examination (UTME) out of a total of 1408,394.

In like manner, discussing the issue of the extent the quality and delivery of instructional materials provided by NOUN programme meet the quality and delivery of instructional material of the standard conventional universities, It was reveal that on the grand mean of 3.09, 55.05% of High extent the respondent confirmed that the quality by NOUN programme meet the quality and delivery instructional materials of those provided by the standard conventional universities.

Furthermore, table 4.6 talks about what extent is the quality of evaluation provided by the NOUN programme meet the quality of evaluation provided by the conventional universities. This shows that 2.68 of the average response of the respondents are of the opinion that 58.9% High extent the quality of evaluation provided by the NOUN programme meet the quality of valuation provided by the conventional universities. This confirmed Herertel and Walberg (2001) findings about the relationships between students learning out come and their perception of psychosocial characteristics of their classroom.

Conclusion
The National Open University of Nigeria (NOUN) as a higher institution established with the aim of providing higher education for all those who need it but could not have access it through the conventional tertiary institutions of learning in Nigeria. Unfortunately however, the goal is still a mirage as there does not seem to be a time at sight when it will be achieved. The policy of education for all in need through the National Open University of Nigeria has thus remained a mere paradox in policy practice (Kpolovie and Obilor, 2013). Hence, the National Open University of Nigeria cannot work in line with its establishment policy of "higher education for all in need". It is known the world over that education determines not only human (Dake, 2002).Higher Education is that basis will guarantee one's greater sense of how to reduce risks in life and help one to improve in behaviour for better life. According to Davies (2001), confidence, self-reliance, and adaptability are all hallmarks of higher education.

5.3   Recommendations
Based on the findings of the study, it is recommended that The National Open University of Nigeria (NOUN) should;
- Equipped their studies centres around the country in order to raise literally level of the population so that this goal of education for all (EFA) shall be met timely.
- Improve their teaching work force by ways of employing more teachers so that they can meet the quality of teachers in the conventional Universities.
- Develop a framework to facilitate instructional delivery of NOUN programme so that they can meet the quality of the conventional   Universities.
- Harness the opportunities of the information age for the enhancement of acquisition instructional provided by NOUN programme to meet the quality of those provided by the conventional universities.
- The evaluation (Examination) of NOUN programme should be timely order to meet the

quality of the conventional universities.
- The curriculum content of the NOUN programmes should be organized in such a way that it will incorporate entrepreneurship skills etc. as well meet the quality of the conventional universities.

To sum it all, the National Open University of Nigeria was established to enhance education breakout of the constraining issue of access, quality and cost. How well, the National Open University of Nigeria has coped with these issued at their respective studies centre is the main thrust of this research study, and it has been shown that the NOUN has performed averagely in the intervention it was set up to achieve.

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