



NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF EDUCATION

COURSE CODE: ODL 710

**COURSE TITLE:
FUNDAMENTALS OF EDUCATION MANAGEMENT IN
DISTANCE EDUCATION**

Module 1 Introduction

Unit 1 The History of Distance Education in Nigeria

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1.0 Introduction

You might be wondering why it is important to study the historical development or the evolution of distance education in Nigeria. This is considered necessary because of the usual saying that the present is a product of antecedent, or putting it in another form, the present situation is a product of the past. Therefore, when the past is studied it can be used to explain the current situation. History enables us to study the past and embrace whatever accounts for the successes of the present and jettison those that constitute pitfalls. This implies that through the study of history, we can understand the reasons behind certain occurrences in order to improve in the future. Distance learning in Nigeria dates back to the time when some educationally enterprising persons linked themselves with overseas institutions for correspondence studies and examinations. However, with time, the Federal Government of Nigeria has developed interest in distance education as in other parts of the world to such an extent that it has now become fully integrated into the Nigerian educational system.

2.0 Objectives

At the end of this Unit you should be able to:

- State the rationale for distance education in the pre-colonial Nigeria.
- Describe the transformation of distance education in the post-colonial Nigeria
- List distance learning institutions in Nigeria

3.0. Contents

3.1 Distance education in Nigeria during the colonial period

The development of distance education in Nigeria cannot be separated from her experience as a former British colony. You must realize that an educated person is difficult to enslave, therefore the colonial administration did not display much enthusiasm on providing higher education for the people. This was to ensure that various colonies

under the British were kept in perpetual subjugation. Hamza (1992) observed that the colonial masters were interested in creating structures that facilitated exploitation of their resources and suppress any revolt.

However, few Nigerians who could afford it travelled to Fourah Bay College, Sierra Leone, as the only institution in West Africa which prepared students (as early as October 1876) for Bachelor of Arts (B.A) Degree. It was not until 1887 that the colonial government in Lagos approached the University of London to extend its examination facilities to Nigerian candidates. With the approval on April 20, 1887 for the London University Examination to be held in Nigeria, many Nigerians were provided opportunity to register for the Bachelor of Arts or Science Degree Examinations.

Your experience as a distance learner might be slightly different from that of those students during the colonial period. During this period, distance education through correspondence institutions provided window of opportunity for further education. In your own case, what are the reasons for your preference for distance education? Responses to this question are likely to differ as reasons may vary from one individual to another. For some, it might be the stress of combining full-time study with full-time employment while others may cite failure to gain admission for full-time studies in higher institutions as their reasons. What are the other reasons that are likely to be responsible for enrolment into distance education institutions?

Omolewa (1976) traced the origin of distance education in Nigeria to the external examinations organised by foreign institutions of higher learning as Universities of London, Cambridge and Oxford. Although Nigerians could take examinations organized by these institutions, none of these universities organized lectures for them in order to prepare them for these examinations.

Therefore, the gap created by examination without tuition during this period led to the proliferation of “mushroom” evening schools in various parts of Nigeria. Besides, majority of serious students in Nigeria patronized correspondence institutions abroad. Some of these institutions include Correspondence College in England, Wolsey Hall, Rapid Results College, Examination Success Correspondence College, City Correspondence, G.B. Coker and Metropolitan Institute among others. This therefore marked the beginning of distance education in Nigeria, since tuition was provided by these institutions through correspondence. Therefore, distance education came in handy to meet the aspirations of Nigerians for higher education.

You can relate this to your experience as a student at the National Open University of Nigeria. Supposing this University only organizes examinations for you in various programmes without providing you with course materials as well as opportunity for facilitation at the various study centres. Do you think you will find the programme very interesting? Am sure you will either hire lecturers on part-time or enroll in evening schools so as to prepare yourself for the examinations organised by NOUN.

Right now you should be able to draw similarities and differences between the method of instructional delivery by these Correspondence institutions during that period and your current experience at the National Open University of Nigeria. It is important for you to note that tuitions that are received in form of mails during that period represent the various course materials you receive at the point of registration for your programmes with the National Open University of Nigeria.

3.2 Distance education and higher education Nigeria

In Nigeria as well as in other countries, education is perceived as a tool for socio-economic and political developments and as such it is accorded the necessary attention. This position is amplified in the Nigerian National Policy on Education, which stated that education is an instrument par excellence for effecting national development, (*The National Policy on Education, 2004*). It added further that education shall continue to be highly rated in the national development plans because education is the most important instrument of change and that any fundamental change in the intellectual and social outlook of any society has to be preceded by educational revolution.

The perception of education as a tool for development by the Nigerian government dates back to 1959. As a prelude towards independence, the Federal Ministry of Education set up the Ashby Commission to examine the needs of Nigeria in the area of Post- Secondary School Certificate in Higher Education from 1960-1980. Part of the recommendations of the report of this Commission submitted in 1960 was the establishment of the University of Lagos considering the concentration of people and the higher demand for university education. It included as one of its features that “associated with the university (but preferably under a Dean or Director with special knowledge of correspondence education) there should be a Department of Correspondence courses. This Department should offer to properly qualified and enrolled students which can be taught well by correspondence. Ashby believed that such institution in Nigeria will be very popular and would encourage large numbers of men and women in employment to improve their education and to fit them for more responsible post. This is an indication that distance education has long been recognized as an integral part of Nigeria education history.

Therefore, the official recognition of correspondence education at the University of Lagos marked the beginning of an attempt to make distance education an integral part of the Nigeria University System. In 1974, the University of Lagos sought the assistance of International Extension College in the United Kingdom to establish the Correspondence and Open Studies University (COSU) later known as Correspondence and Open Studies Institute (COSIT).

One of the reasons for your enrolment in distance education programme must have been for personal development. In the same manner, various governments perceive education as an instrument for accelerated development. When citizens are educated, they use their knowledge to fast-track socio-economic development. For instance, through education, engineers, scientists, doctors, teachers and other professionals are produced. They will in turn contribute their skills towards the development of the country. Therefore, education is seen as an investment, because once individual acquire education, there will be benefits or returns (both to individuals and the society). Government recognizes distance education as an opportunity for those in full-time employment to acquire further education. You may wish to conduct a survey among your colleagues and determine the percentage of those that are in full-time employment. It is most likely that this category will be more than others.

According to Fagbamiye (2000) this was the first conscious attempt made to establish distance education unit as part of a university in this country. This was in line with one of the objectives of the University of Lagos at inception, that is, provision of facilities for part-time studies in areas such as business administration, law and education through correspondence and distance learning techniques. COSIT has since undergone a lot of restructuring to ensure that the frequency of study centre meetings are reduced to barest minimum, leaving only meetings for tutorials, informal group studies while the institute provides the support learning materials, such as course texts, audio and video cassettes. The name COSIT has since been changed to Distance Learning Institute with an enhanced status of a college that has its own

academic board management and it is empowered to formulate policies, employ its staff and be responsible for academic programmes, examinations as well as supervise its day-to-day activities.

Some other universities in Nigeria such as University of Ibadan, Ahmadu Bello University and University of Nigeria, Nsukka were providing extension services to their catchment areas. In the mid 1960s, University of Ibadan and Ahmadu Bello University were providing extension courses to farmers so as to acquire new skills in order to introduce them to new methods. The Ahmadu Bello University Institute of Education also introduced the Teacher In –Service Education Programme to raise the quantity and quality of teachers in Northern Nigeria. At the end of this programme candidates sat for Grade III and Grade II Teachers Certificate Examinations. Later when National Council of Education ruled that the National Certificate of Education (NCE) should be the minimum qualification for teaching at primary level, the Ahmadu Bello University Institute of Education, started the NCE by correspondence programme.

When in 1976, the Universal Primary Education was introduced; one of the challenges was that of inadequate teaching personnel to cope with the demand of the programme. Distance education was considered the best means of supplying the required number of teachers. This led to the establishment of the National Teachers Institute (NTI) as the first institute specially established by the Federal Government of Nigeria to provide distance education courses to upgrade under-qualified and unqualified teachers. In line with the minimum qualification directive for teaching in primary schools, the NTI also introduced the NCE by distance learning in 1990 (Adaku, 1997).

An attempt made to establish an Open University in Abuja was truncated and was replaced with a dual-mode institution established as the University of Abuja. At the University of Abuja, the Centre for Distance Learning and Continuing Education (CDLCE) was set up and mandated to provide distance education component of every course that the University would provide. However, the strong commitment of the Federal Government to distance education finally led to the emergence of the National Open University of Nigeria (NOUN) in 2002. The establishment of the National Open University of Nigeria is traceable to the National Policy on Education by the Federal Government which has as its major objective “ to make life long education the basis for the nation’s educational policies (such that) at any stage of the educational process after primary education, an individual will be able to choose between continuing his full-time studies, combining work with study or embarking on full time employment without excluding the prospect of resuming studies later”.

In a country that is just obtaining her independence, the indigenous manpower need is crucial for her survival. The negative attitude of the colonial administration towards the education of Nigerians translated to inadequate indigenous manpower to fill the vacuum likely to be created by these foreigners. Thus in anticipation of this, the government decided to use distance education to increase the number of middle-level personnel and improve the skills of the existing indigenous manpower. It was difficult for government to allow those Nigerians already working with the government to leave their work for further studies. In addition, there was inadequate access to higher education as few higher educational institutions available could not meet the need of the country. Therefore, distance education became recognized officially as a means of improving access to education by those employed by government without disrupting their job. Through this approach they were able to upgrade their skills and earn their promotion.

3.3 Current status of distance education in Nigeria

The high demand for education and the inability of existing institutions to meet such demand encouraged most universities in Nigeria start new distance learning programmes at satellite campuses, study centres and outreach centres around the country. There was the case of a Federal University that established an outreach centre as far as South Korea until it was proscribed. The mode of operation is to recruit tutors from the locality where such outreach centres are located in order to organize face-to-face contacts with students. These centres replicate academic programmes in parent universities. These outreach centres cannot be regarded as distance education when viewed from international perspectives. It is observed that the primary motive behind their establishment is often to generate income. The poor quality of education offered through these outreach centres was considered generally low and uncoordinated. Thus the Federal Government decided in 2001 to limit the activities of these centres within 200 kilometres radius of the parent university. In addition, such centres must not be cited in a town or city where another federal or state university exists. This decision led to the closure of many outreach centres thereby putting an end to “mushrooming” of study centres by different universities.

However, the increasing importance of distance education must have informed the position of the Federal Government on distance education as articulated in the National Policy on Education. It states that the goals of open and distance education are to:

- Provide access to quality education and equity in educational opportunities for those who otherwise would have been denied.

- Meet special needs of employers by mounting special certificate courses for their employees at their work place.
- Encourage internationalization especially tertiary education curricula.
- Ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing experts as teachers regardless of their locations or places of work, (FRN, 2004).

From the foregoing, it can be inferred that from an uncoordinated beginning, distance education has become a regular feature of education in Nigeria.

As at the end of 2012, the National Universities Commission has approved the following universities as dual mode institutions; namely: University of Ibadan Distance Learning Centre, University of Lagos Distance Learning Institute, University of Abuja Centre for Distance Learning, ObafemiAwolowo University Centre for Distance Learning, Centre for Distance Learning, University of Maiduguri and Centre for Distance Learning, Federal University of Technology, Yola. The dual mode institutions combine both the conventional and distance education programmes. In some of these institutions students come for residential programmes when the regular students are on vacation.

The third category is the dedicated distance education institution, with the National Open University of Nigeria as the only uni-mode University in Nigeria. The Commonwealth of Learning (COL) International (2001) identified four major reasons for strong and growing institutional commitment to distance education in Nigeria as follow:

- Institutions see potential for it to expand their reach and scale of operations.
- They regard distance education programmes as a strategy to absorb large number of students who cannot currently be placed in face-to-face programmes.
- They see it as a means to provide education to working students.
- They see it as an opportunity to generate income

Problem of access has been associated with the Nigerian educational system particularly in the area of provision of higher education. In order to increase access universities embarked on aggressive proliferation of different types of distance education leading to fall in standard as in the case of correspondence institutions during the colonial era. This led to the introduction of certain regulatory measures by the National Universities Commission in order to sanitize the system. From your personal experience, do you think that distance education is a credible alternative to the conventional mode of education? Experience has shown that proliferation of distance education programmes could compromise standard. Besides it has been observed that running distance education as a unit in conventional mode could also scuttle the development of distance education. As a student in a university that is totally dedicated to distance education, what do you consider as the best model for distance education in Nigeria?

4.0 Conclusion

Distance education is gaining recognition both nationally and internationally as a credible alternative to traditional or conventional mode of education. In addition, it has now become fully integrated into the Nigerian higher education system. It is however observed that the potential of distance education as a means of improving access has not been explored at the Universal Basic Education level.

5.0 Summary

Distance education in Nigeria is not new. It started as a result of lack of access to higher education occasioned by the poor attitude of the colonial administration towards the education of their colonies. This development motivated ambitious Nigerians to seek admission into universities of Oxford, Cambridge and London. Since these universities only prepared these students for examinations without tuition, correspondence institutions in the United Kingdom and Nigeria came in to fill this gap. The Nigeria government at independence also recognized the advantage of distance education as the Ashby Commission set up in 1959 recommended the establishment of distance learning unit in the University of Lagos. From there, distance education has now been fully integrated into the Nigerian University System. As of today, the National Universities Commission has recognized seven Federal Universities as dual mode institutions and the National Open University of Nigeria as a uni-mode university. There are other institutions such as National Teachers Institute and the Ahmadu Bello University Institute of Education that offer National Certificate of Education programmes through distance learning mode.

Unit 2 DEFINITION OF MANAGEMENT

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3.1. Distance education in Nigeria in the colonial era

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1.0 Introduction

In the previous unit, you must have observed that while government is desirous of providing access through distance education, it is equally conscious of the need to maintain standard. The issue of access and quality can be addressed through adequate management. The situation in Nigeria is even more challenging as there are more conventional institutions than distance education institutions. In addition, there are more dual-mode distance education institutions than uni-mode institution. In uni-mode distance education institution (National Open University of Nigeria) most of the pioneer staff are from conventional institutions while distance education units in dual mode institutions operate like a department or faculty with the system. Managers of open and distance education face similar challenges as managers of conventional, face-to-face education, however, open and distance learning programmes and conventional learning programmes have several differences. In view of these differences, there is need to examine management techniques that are peculiar to distance education.

2.0 Objectives

After going through this unit you should be able to perform the underlisted tasks:

- Define the term “management”
- State the difference between the concepts of “effectiveness” and “efficiency”
- Illustrate main functions of management
- Classify managers using different approaches

3.0 Content

3.1 What is management?

Ever since people began forming groups to accomplish goals they could not achieve as individuals, managing has been essential to assure the coordination of individual efforts. As society has come to rely increasingly on group efforts and as many organized groups have become large the task of managers has risen in importance. Management is often described as a ubiquitous concept, which is

present in every aspect of human endeavour. Management is essential in all organized cooperation as well as at all levels of organization. Whether in business, hospital, religion or even at home, management is indispensable. Therefore the goal of managers is fundamentally the same in business and non-business enterprises. The purpose of their enterprise and their department may be many, and these purposes may be more difficult to define in one situation than in another, but their basic managerial role remains the same. As a result of this, management is said to be trans-organizational.

In this world, work can be classified into two main categories, namely, professional field and the management field. Examples of professionals include doctors, engineers, architects, lawyers among others. All these have special abilities and competences in their areas that cannot be designated to others. For example, a lawyer cannot ask a doctor to go and represent him in court. This is because a doctor does not possess the necessary qualifications and the same abilities to undertake such an assignment.

However, in the field of management, this is quite different. Everyone manages something, even if it is themselves as well as their personal finances. The essence of management is to achieve a goal as efficiently as possible. In order to ensure that a job is carried out well until successful completion. This entails directing people to perform tasks efficiently and effectively. This means that a manager does not necessarily need to know how to perform a specific job but can co-ordinate all available resources to ensure that the task is carried out smoothly. For example, a manager of a biscuit factory does not necessarily need to know the details of the various stages involved in making biscuits, but only needs to know how to harness all resources allocated to him, (financial, material resources and human) to achieve the objective set by the organization. As a manager, you must consider the goal of organization (effective) and the resources that are consumed to actualize such goal (efficient).

From this definition, two key words, namely, effective and efficient stand out. There is need for you to understand these two terminologies very well. This is because it is possible for a manager to possess one of these two qualities or both. That is, a manager can be said to be effective and not efficient or efficient and not effective. On the other hand, a manager may be both, that is, effective and efficient. Let us, examine this scenario.

FIRST SCENARIO

A cargo ship left New York and berthed at the Apapa Wharf. A supervisor at the Apapa Wharf asked one of the clerks to go and get the name of the ship. He went and came back with the name of the ship. He was asked to go back again and collect the name of the captain, this he did and came back with the captain's name. Thereafter, he was asked to get information on the port from which the ship departed, off he went and came back with that information. Another clerk was asked to go and request for the name to the captain of the ship. While he was going, he carried a pen and sheet of paper along. On getting there, he asked for all the vital information and recorded it. On getting back, he provided comprehensive information required by the supervisor.

SECOND SCENARIO

An army general took 100 soldiers to a war front. Even though, the battle was won, he came back with 10 soldiers. Another general went on similar expedition; he successfully prosecuted the war and came back with the 100 soldiers intact. What is the implication of this scenario regarding being effective and efficient?

What are the implications of these two scenarios?

Effectiveness is the attainment of goals that entails the realization of the objectives of an organization or briefly, as 'doing the right thing' whereas efficiency is the execution of a given task using minimum effort, cost and wastage or simply put as "doing things right." The end result of an efficient and effective management is the success of an organization.

In the case of the first scenario, even though the first clerk eventually got detailed information about the ship, he wasted a lot of resources before realizing the goal, it means, he was effective but not efficient. In the second scenario, the clerk was efficient and effective. This is because he achieved the goals or task assigned to him with minimal resources. The resource under consideration here is time.

From the foregoing discussion, what then is management? There is no generally accepted definition of management; hence its definitions are as varied as the number of authors.

“Management is defined as a process of supervising and coordinating resources through effective and efficient manner to actualize the goals of an organization.”

It is the task of management to transform all inputs in an effective and efficient manner to produce outputs. Management is not an activity that exists in its own right but a description of a variety of activities carried out by members of organizations whose role is that of a manager. These activities can be grouped in terms of planning, organizing, motivating and controlling activities. These groupings describe broadly various activities that are performed by managers. Occasionally scholars concern themselves about the order in which managerial functions should be undertaken, but in theory it is planning that comes first while organizing, staffing, leading and planning and controlling follow.

Who are managers?

The task of all managers is to design and maintain an environment conducive to the performance of individuals who are working together in groups toward the accomplishment of some predetermined objectives. Irrespective of the enterprise in which a manager is located, the basic tasks are the same. One of the best approaches to the definition of a manager is from the perspectives of the functions of a manager. The second approach will be observing the roles undertaken by managers and the last will be to analyze the skills that are required of managers.

A manager is the individual who is directly responsible in ensuring that tasks are performed by people or employees in the organization.

Management's Functions

Management is defined as a process of efficient and effective utilization of resources through proper monitoring and co-coordinating for realization of organizational goals. In short, management refers to the process of delegating tasks to employees to be performed successfully. A single thread running through various definitions of management is that it is a process which enables organizations to set

and achieve their objectives by planning, organizing and controlling their employees through motivation. Motivation is a leadership function that engenders cooperation with a leader among members of organisation.

The Manager is involved in various basic activities. These activities are usually grouped in a concept categorized as management function. These functions can be illustrated as indicated in Figure 2.1.

Table 1:1: Management Functions

Management functions	Description
Planning	Deciding the objectives or goals of the organisation and preparing how to meet them. These include the time frame as well as what needs to be done to achieve the said objectives. All management levels in an organisation need to be involved in planning. Managers need to develop objectives in line with the overall strategies of the organisation.
Organizing	Determining what activities are to be done and allocating responsibilities for the realization of the plans; co-coordinating of activities and responsibilities into appropriate organizational plans. The manager needs to logically and effectively organize the information, able to react positively towards the changes in the business environment.
Leading	This is the task of influencing others to work. It is an interpersonal aspect of communication. This entails the ability of an effective manager to also be an effective leader. It entails an art in motivating subordinates, selection of most effective communication channels for conflict resolution and directing as well as guiding the actions of others with the intention to achieve all objectives that have been set. An effective leader and must be able to share his vision and carry other members of the organisation along for the realization of such vision.
Controlling	The measuring of performance in all pre-determined objectives, determining reasons for deviation and taking appropriate actions, where necessary. Controlling is an important function organization moves towards achieving its objectives.

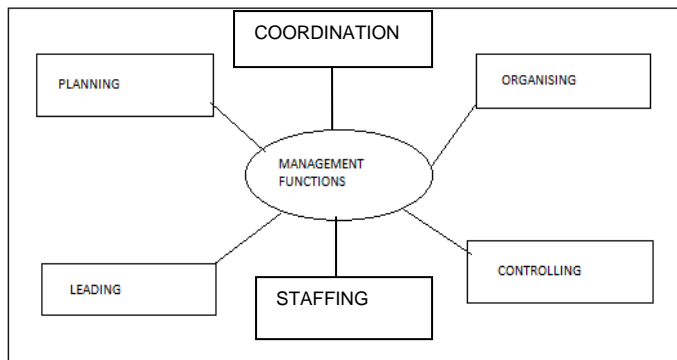


Figure 2.1: Main function of management.
Adapted from Koontz et al, *Management*

The illustration in Table 2.1 shows six management functions.

This entails the filling of positions as indicated in the organizational structure. This necessitates defining workforce requirements for the job to be done. The activity also incorporates inventory, appraisal and selection of candidates appropriate position, compensating and training.

Staffing	
Coordination	This is the essence of managerial functions. It entails clear definition entails the filling of positions as indicated in the organizational structure. This necessitates defining workforce requirements for the job to be done. The activity also incorporates inventory, appraisal and selection of candidates for appropriate position, compensating and training.

Adapted from Ahmad et al *Fundamentals of Management*

The foregoing functions are merely for classification purposes in management studies as management functions usually overlap and are inter-dependent. For example, if an organisation is well-structured without adequate planning, no meaningful progress can take place. In the same vein if an organization is led by an efficient director but with defective control mechanisms, the realization of set objectives remain elusive.

Mintzberg (1975) highlights a number of key roles in managerial work and describes these roles as organised set of behaviour identified with a position. These roles are classified into three main groups as follows; interpersonal roles, the informal roles and decision roles.

The interpersonal roles include the figurehead role. Here the manager is performing ceremonial and social duties as the organization's representative. The leader role is also part of interpersonal roles and it relates to the ability of the manager to influence his subordinates in order to execute a given task. Liaison role is also part of interpersonal roles. It can be described as interpersonal relations particularly with outsiders.

Informal roles relates to all activities that are associated with receiving information and dissemination of same information to subordinates by a manager. When the manager passes such information to his subordinates then he is playing the disseminator role. Finally, a manager is playing the role of a spokesman when information is transmitted outside the organisation.

The decision roles of a manager include those roles that are associated with entrepreneurial role. This entails taking financial risk.

Entrepreneurship refers to the ability of a manager to find opportunities to motivate employees into running operations for the organization in such a manner that assumes employee-ownership organization. Through this approach, employees will have that impression that they have a stake in the survival of the organisation. Irrespective of one's managerial role, a successful manager is one who motivates his employees to think like an entrepreneur. This is very important particularly among managers of public educational institutions. Nowadays emphasis is on income generation to augment whatever is provided in form of grant by government. For instance, the Federal Government of Nigeria has directed management of Federal universities to be sourcing for ten percent of their budget through internal generated revenue.

In addition to this, disturbance handler role is part of a manager's role. It is a known fact that organizational conflict is inevitable since expectations of employees are always incongruent with that of an organisation. When this situation arises, there is bound to be conflict and it is the duty of a manager to ensure quick conflict resolution.

Allocation of resources has also been identified as one of the roles of a manager. This entails prioritizing allocation of resources to critical areas of organization to ensure realization of organizational objectives through avoidance of wastage. There is also the role perception of a manager as that of a negotiator; a situation that relates to his dealings with various persons and groups of persons both within and outside the organisation.

The foregoing classification by Mintzberg has been subjected to criticisms on the following grounds. Firstly, the study sample from which he drew his conclusion is considered to be very small. Secondly, it should be realized that all managers do some work outside managerial functions. Finally, Mintzberg ought to have realized many of the activities he found are evidences of planning, organizing, staffing, leading and controlling. For instance, resource allocation has been associated with planning while entrepreneurial roles are mainly evidences of leading.

The Managers' Skills

There are certain skills expected from a manager and employers look for these attributes during interview. Such skills include technical, interpersonal and conceptual skills are selected. Therefore, a proper analysis of the various skills required for execution by managers could be used as third approach to the definition of a manager. Figure 2.2 illustrates three types of essential skills required at each level of management. The arrow pointing upwards shows the type of skills that are increasingly needed at top-level management. The arrow pointing downwards shows the types of skills that are increasingly needed at lower-level management or line managers.

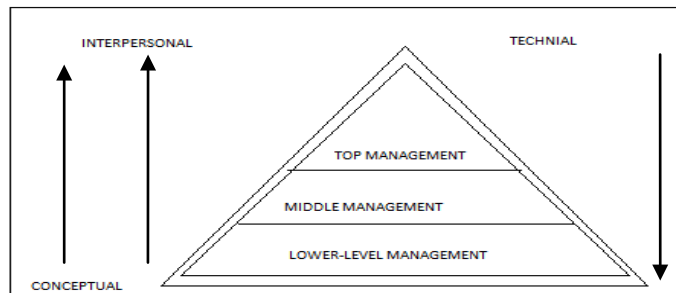


Figure 1.2: SKILLS required of a manager

Conceptual Skills

Conceptual skills are the ability to view the organization as a whole, and the impact the different sections has on the organization, as a whole and on each other. This also includes the extent to which a manager takes cognizance of how an organisation adapts to or is affected by external environmental factors such as society, economic pressure, customers and competition. An efficient manager should be able to identify, understand and solve the various problems and critical perspectives. The need for conceptual skills becomes increasingly crucial when a manager is higher in the management hierarchy.

Interpersonal Skills

Interpersonal skill is the ability to work well with other people. Managers with good interpersonal skill work more effectively in a group, encouraging other employees to input their ideas and comments as well also, indirectly, become a good listener and speaker. Interpersonal skills are crucial, regardless of the level of management. However, a manager at the lower level will be more occupied in solving technical problems, whereas a manager at the middle and higher levels will be mainly occupied with dealing directly with others.

Technical Skills

Technical skills are the ability to apply procedures, techniques and specialized knowledge required in a certain task. Technical skills are crucial for manager at the lower level as these types of managers supervise employees in the manufacturing or service sectors. The manager needs to have technical knowledge and the skills to train new employees and assist employees in problem-solving. Skills and technical knowledge are required to solve operational problems that cannot be handled by employees. Nevertheless, the higher the position of a manager in a hierarchy, the fewer technical skills are required.

Types of Managers

Most organizations have few types of managers. In a university, for example, there are the vice chancellor, deputy vice chancellors, deans, deputy deans and heads of departments as well as the heads of courses. The same goes for other employees such as the human resource managers, treasurers, heads of security etc. Corporate sectors, on the other hand, have presidents, vice presidents, operations managers, sales managers, finance managers, supervisors among others.

All of the above mentioned are managers as they plan, organize, lead and control employees as well as the tasks in an organization with the aim of achieving its organization goals. There are many ways to categorize managers. For example, we can differentiate managers based on the level, position or organization function. Top-level managers are the highest-level managers in a firm. They are commonly known as the executives. Titles given include president, chief executive officer, vice president or chief financial officer. Under them there are one or more middle-level managers. They are usually designated as managers.

Lower-level managers or line managers are the lowest in the management ladder. They are usually called supervisors. They include the production supervisors that oversee the employees at a factory. All these levels have many similarities. Managers at all levels, plan, organize, lead and control employees and tasks in an organization. Managers also spend time with their employees during conversations, surveillance, influence, motivation and attend face to face conferences as well as committee meetings.

However, there are two main differences between the three management levels. Firstly, top and mid-level managers have employees as managers under them. In brief, they manage other managers unlike line-managers. Managers at different levels utilize their time differently. Top-level managers spend most of their time planning and setting goals. However, middle-level managers define goals towards specific projects for lower-level managers to implement. The line-managers or lower-level managers focus on giving directions and controlling their subordinates at work on daily basis to ensure the success of the project.

From what you have been exposed to in the previous section, classify in a tabular form, the differences in the three levels of managers with reference to the organizational structure at the National Open University of Nigeria.

4.0 Conclusion

Different concepts have been clarified in this Unit and there are indications that their definitions cannot be compartmentalized. This is because there are different areas of overlaps. In this regard, serious caution must be exercised when attempts are made to define some of these concepts. It is always better to indicate the basis or the criterion for such definitions. This same approach must be applied in classifying some of these concepts.

5.0 Summary

Management has been identified as ever present in every human endeavour. Its definition is premised on efficient and effective utilization of resources for the actualization of organizational goals. A manager has been described as individual that ensures that tasks are performed by people or employees in an organisation. Three approaches, namely; functions, roles and tasks have been used to define a manager. In the final analysis, management as a concept can be said to have the characteristics; ubiquitous, multidimensional as well as transorganisational.

Unit 3 DISTANCE EDUCATION AND ITS MANAGEMENT

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5.0 Summary

1.0 Introduction

In the previous unit, you would have observed that management is said to be trans-organizational, that is, certain management principles that work well in an organization when transferred to another organization may also achieve similar results. When you relate this to the situation in conventional systems of education and distance education, one might be tempted to conclude that management in those two systems are the same. However, it must be observed that each organization has its own peculiarities, as such; great caution must be exercised before management principles that work in one organization are transferred to another. In general, management of distance education systems and conventional educational systems is highly demanding. This section will however focus on management of distance education bearing in mind its uniqueness.

2.0 Objectives

3.0 Contents

3.1. Structures of open and distance education

The aim of management is to ensure various activities are performed efficiently and effectively for the realization of organizational goals. It must be added that the mode of distance education institution will invariably determine its management, that is dual-mode or uni-mode. In addition, management practices also vary from country to country and within a country from one institution to another. Thus there is no single way of organizing distance learning institutions and therefore they differ in their organizational structures. Distance education is a complex system that involves elaborate planning. Its management is different from the management of conventional universities. The broad framework of the management system of autonomous distance education institutions is similar to conventional universities, though it may be different in its organizational details.

3.1.1 Single mode institution

A single mode institution is an autonomous institution that has open and distance learning as its sole function. When an institution is said to be autonomous, it means it is independent with its own internal management structures. A single mode institution can be classified into two categories, namely; single purpose, single mode institution- this is a distance institution set up to teach a single subject. Example of this is William Pitcher College of Swaziland that was established to provide open and distance learning courses for the in-service training of teachers. Another example is the National Teachers Institute of Nigeria that was set up for the training of National Certificate of Education teachers.

Another category of a single mode distance education institution is the multi-purpose but single mode institution. This is a distance learning institution that offers courses at a number of levels through distance learning mode. Example is the National Open University of Nigeria that offers multi-disciplinary programmes at undergraduate and postgraduate levels in addition to other informal educational programmes for artisans and other professionals. The justification for a multipurpose distance learning institution includes the following:

- The administrative structures of conventional educational systems are not the most suitable ones for developing and managing open and distance learning systems.
- Conventional institutions may regard open and distance learning as a poor relation and consequently be reluctant to allocate it adequate resources.
- The requirements of distance learners are likely to be better served if the institution is wholly dedicated to their needs.
- The characteristics of the target audience are significantly different from those of campus based learners (for example, adults have distinct approaches to learning compared with young people at the tertiary learning stage).
- The pedagogy of open and distance learning is different from that of conventional systems.
- Significant innovation is more likely to occur outside the framework of traditional educational institutions, (Commonwealth of Learning and Asian Development Bank, 1999).

3.1.2 Dual-mode distance learning institution

There are some universities or colleges that set up distance learning department along with other departments and operate under the same management structure of a conventional system. The common practice is to establish the distance teaching arm as a unit, dependent on other arms of the university, e.g. University of Ibadan Distance Learning Institute. It could also be an institute, e.g. Distance Learning Institute of

the University of Lagos or a Centre, e.g. Centre for Distance Learning and Continuing Education (CDLCE) at the University of Abuja. Usually, a head or director is appointed to be in charge.

Some of the arguments for such bimodal institutions include the following:

- The structured learning materials prepared by course teams provide consistent quality of instruction to both off-campus and on-campus learners.
- Self-instructional materials encourage learning through activities and independent learning.
- Learners are liberated from the constraints of the traditional lecture and tutorial system, and can move from one mode to another according to their needs.
- Learners benefit from esteem that comes from a conventional university and demonstrated parity of standard.
- Staffs are freed to teach in more interactive ways, (Commonwealth of Learning and Asian Development Bank, 1999).

However, the COL International (2001) identified the following as implications of locating distance education within dual mode institutions:

- Distance education tends to be regarded as second best option, open to those who, for whatever reasons, cannot enroll in face-to-face tuition. One of the reasons often cited for interest in distance education was to absorb those students who could not be accommodated in the face-to-face system. This tends to give the impression that only those that fail to meet Joint Admissions and Matriculation Board requirements seek admission into distance learning institutions. The implication is that graduates from ODL institutions may be regarded as inferior to their counterparts from conventional mode with the possibility of outright rejection by employers of labour.
- A need to generate income has been associated with locating distance education within predominantly face-to-face institutions. While this is not out of place, it becomes a challenge when such money is not invested in the improvement of ODL facilities. In addition, when income generation becomes the predominant logic for distance education programmes, it could constrain quality.
- Finances tend to be managed by the central administration. This has been identified as posing serious problem as it effectively breaks the link between educational programmes' ability to generate income and their ability to invest in themselves or new distance education intervention.

From these observations, COL International (2001) concluded that location of distance education facilities within the face-to-face tertiary institutions has relegated distance education to being regarded as what might be termed the "poor brother" of face- to-face education provision.

In dual mode institution, the University management has overall responsibility for the operations of distance learning unit as much as it has for the conventional programmes. Policy decisions that are passed down for implementation from the apex of the university management to the distance teaching units include financial, personnel, admission, course delivery and evaluation, as well as student achievement assessment issues. Usually, the head of distance teaching units is a member of the senate at which decisions and policies on academic matters are arrived at. One can conclude distance teaching units in Nigerian universities have only administrative functions, they are basically embedded in the Faculty structure, and thus, dependent on the departments and the senate for academic provisions.

Having examined the merits and demerits of single-mode and dual mode distance learning institutions, what in your own opinion is considered as the “best” organizational structure? Am sure you are likely to have as many suggestions as possible based on the perception of individuals that are likely to respond to this question. However, the most likely response is that from the points highlighted so far, there is no best option but organizational structures are determined by certain

3.2 Factors for choosing a structure

Organisation is made up of components such as goal, people and structure. All these components are therefore essential for determining the structure of a distance learning institution. The choice of structure is determined by factors such as scale of educational needs, purpose of education, resources available and degree of autonomy and control. For instance, if the need for the establishment of distance education institution is to improve access, then a single mode multi-disciplinary Open University appears the best option. Several open universities are called mega universities because of their capacity to enroll one hundred thousand learners or more. If on the other hand, the intention is to enroll about one thousand students, a dual mode institution appears to be a preferred option.

In a situation where the educational purpose is narrow in scope, for instance when the objective for setting up such institution is for the upgrading of teachers or training of a disadvantaged group, then such need could be better met through a department or unit of distance education within an existing conventional mode. Another factor that influences the choice of organizational structure is the availability of human, physical and financial resources. For instance, where educational resources are limited, then it might be difficult to establish uni-mode distance education institution as the resources may be overstretched thereby constraining quality of education. In addition, if the population of the country is low, then it might be difficult to achieve

the economy of scale than make establishment of open and distance institution as a single mode attractive.

From the foregoing, it appears as if there is no best structure among the various organizational structures discussed so far. While open universities have recorded tremendous success in some cases, bimodal institutions appear to be most successful when they achieve the following:

- They have established a well-supported open and distance learning unit; and
- They have their own educational staffs that bring pedagogical expertise to develop open and distance education.

3.3 Organizational structure

The organizational structure of the National Open University of Nigeria is depicted in Figure 3.1

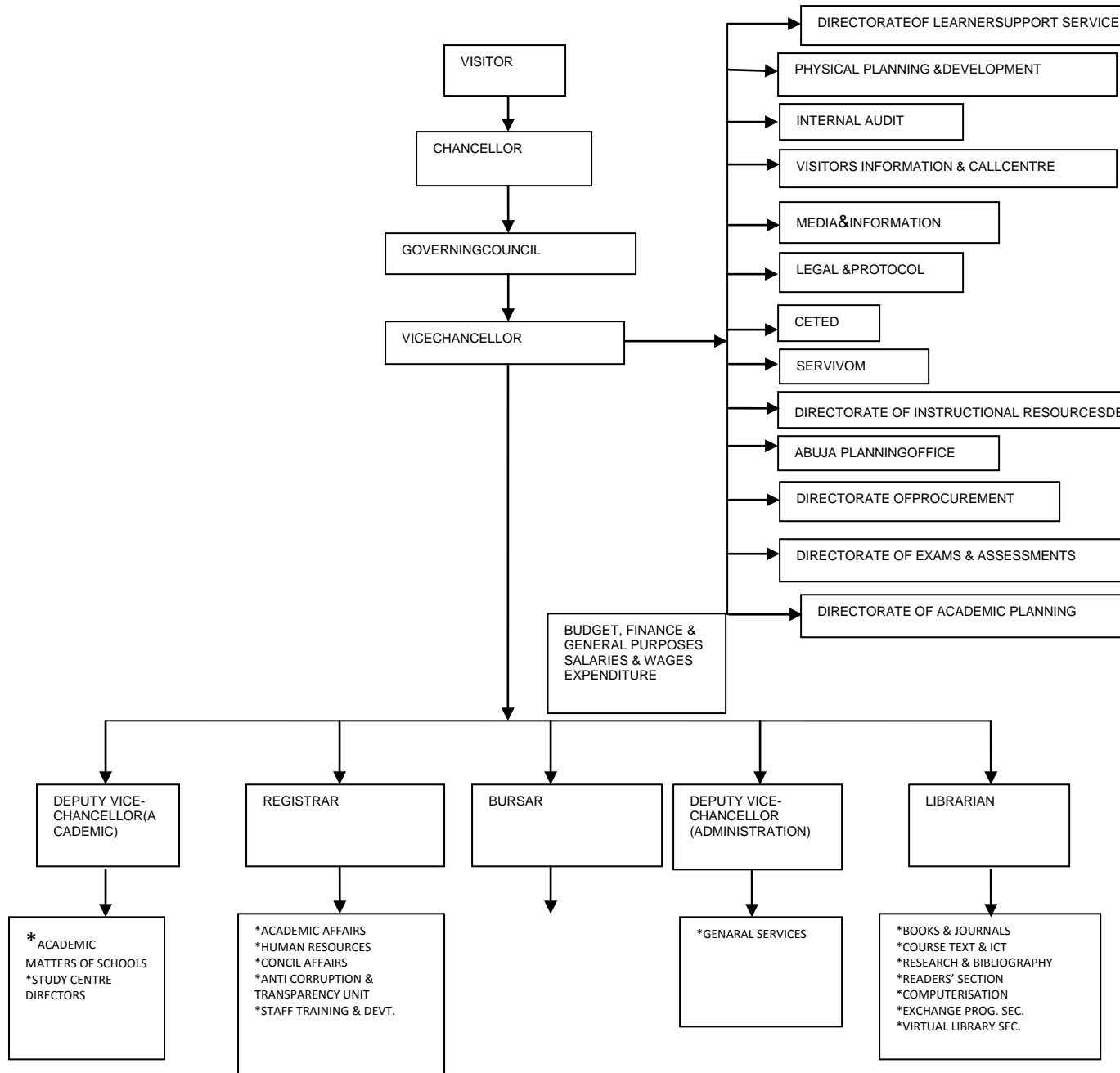


Figure 3.1 Organizational Structure of National Open University of Nigeria

There is no single way of organizing a distance learning institution. Distance education institutes differ in their organizational structures. A

small scale distance learning system is very different from large institution. Open universities have more comprehensive organizational structures and their management compared to the distance education units in the dual mode universities. This is equally true internationally though the academic programmes are more or less the same with the conventional universities.

Nigerian public universities are set up either by Acts or Decrees or Laws or Edicts which give the universities powers to make statutes in order to fulfill certain objectives. The statutes deals with and make provisions for the Council, its composition, life and functions; the Finance and General Purpose Committee; the Senate; the Congregation; the Convocation; organization of academic work in the university; Academic Boards; Boards of Studies; Deans of Teaching units; selection of certain principal officers of the university; creation of academic posts; appointment of academic staff and appointment of administrative and technical staff.

The President of the Federal Republic of Nigeria is the Visitor to the university. There is a governing Council appointed by the Visitor and this body is headed by a Chancellor who presides over the meeting of the Council. Senate is the principal decision making body on academic matters of the university. The senate of the university comprises the Vice Chancellor, Deputy Vice Chancellor (Academic), Deputy Vice Chancellor (Administration), Registrar, Bursar, Librarian, Deans of Schools, Directors and Heads of Unit.

There are six schools in the University, namely; the School of Arts and Social Sciences, the School of Education, the School of Management Sciences, the School of Law, School of Science and Technology and the School of Postgraduate Studies. Each of these schools is headed by a Dean. In addition to these schools there are other academic centres or units such as: Access and General Studies Centre, Centre for Lifelong Learning and Workplace Training, Directorate of Academic Planning, Directorate of Examinations and Assessment, Directorate of Instructional Resources and Development, Directorate of Learner Support Services, the University Library, Regional Training and Research Institute for Open and Distance Learning and Centre for Educational Technology and Entrepreneurial Development. In addition, there are 47 study centres spread all over Nigeria. They have been playing supportive role to the central administration as they act as points of contact for students and facilitators of learning.

For the University of Ibadan Distance Learning Centre, the organizational structure is as shown in Figure 3.2.

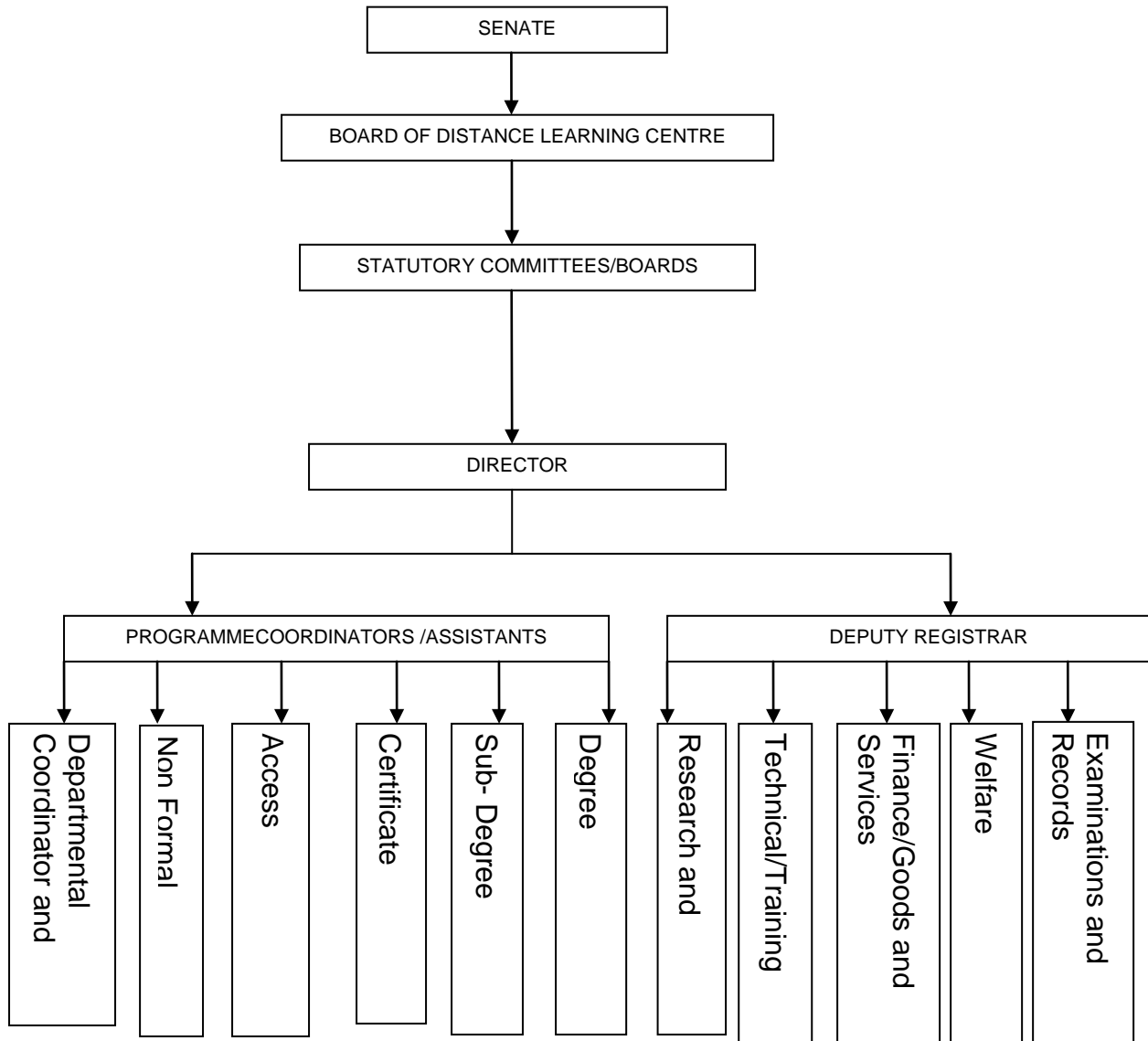


Figure 3.3 Organizational Structure of the University of Ibadan DLC. Source:Egbokhare (2006)

The idea of distance education was conceived by the **Department of Adult Education of the University of Ibadan** in 1972. The proposal for the commencement of the various programmes was presented to the Senate of the University in 1976. Later, the National Universities Commission also gave its approval on the condition that it would be a self-financing programme. Hence, the present-day Distance Learning programme started first as External Degrees and later changed to External Studies programme of the Department of Adult Education in 1988, with courses from the parent department (Adult Education) and two other departments, Guidance and Counseling and Teacher Education.

By 1993, four more departments – Special Education, Library Science, Educational Management and Physical and Health Education had

joined the original three departments to offer courses leading to the award of the Bachelor of Education (B. Ed) degree. In 1998, the programme was extended to the Faculty of Agriculture.

In order to keep pace with global developments, the name of the centre was changed from Centre for External Studies to Distance Learning Centre in 2002. Since inception, the centre has graduated over 5,000 students. The Distance Learning Centre's programme of studies is the same as those offered for full-time students of the University of Ibadan and are senate approved programmes of the University of Ibadan. The only difference is that it is designed primarily to suit those in the working class, whose schedules, distance, financial condition and other situations may not permit them to undergo full-time studies at the university. These students read their study-packs at their convenience, communicate with their lecturers from time to time, and only come into residence six weeks in a year for revision and examination.

For Indira Gandhi National Open University, the Vice Chancellor is the Chief Executive Officer of the University. He/she is assisted by Pro-Vice Chancellors. The overall functioning of the university is managed by various statutory authorities like the board of management, planning board, academic council, finance committee, distance education council and the school of studies. The nine schools of studies are responsible for the design and development of academic programmes. The 14 other divisions have both academic and administrative functions.

The foregoing examples of organizational structures indicate that there is no common organizational design for the open universities. The scope of activities of the institution as well as the geographical coverage affects the structure. However, it would be advisable for an institutional planner to keep the following factors in mind while deciding about the institutional structure. Such institutional structure must however put into consideration the following:

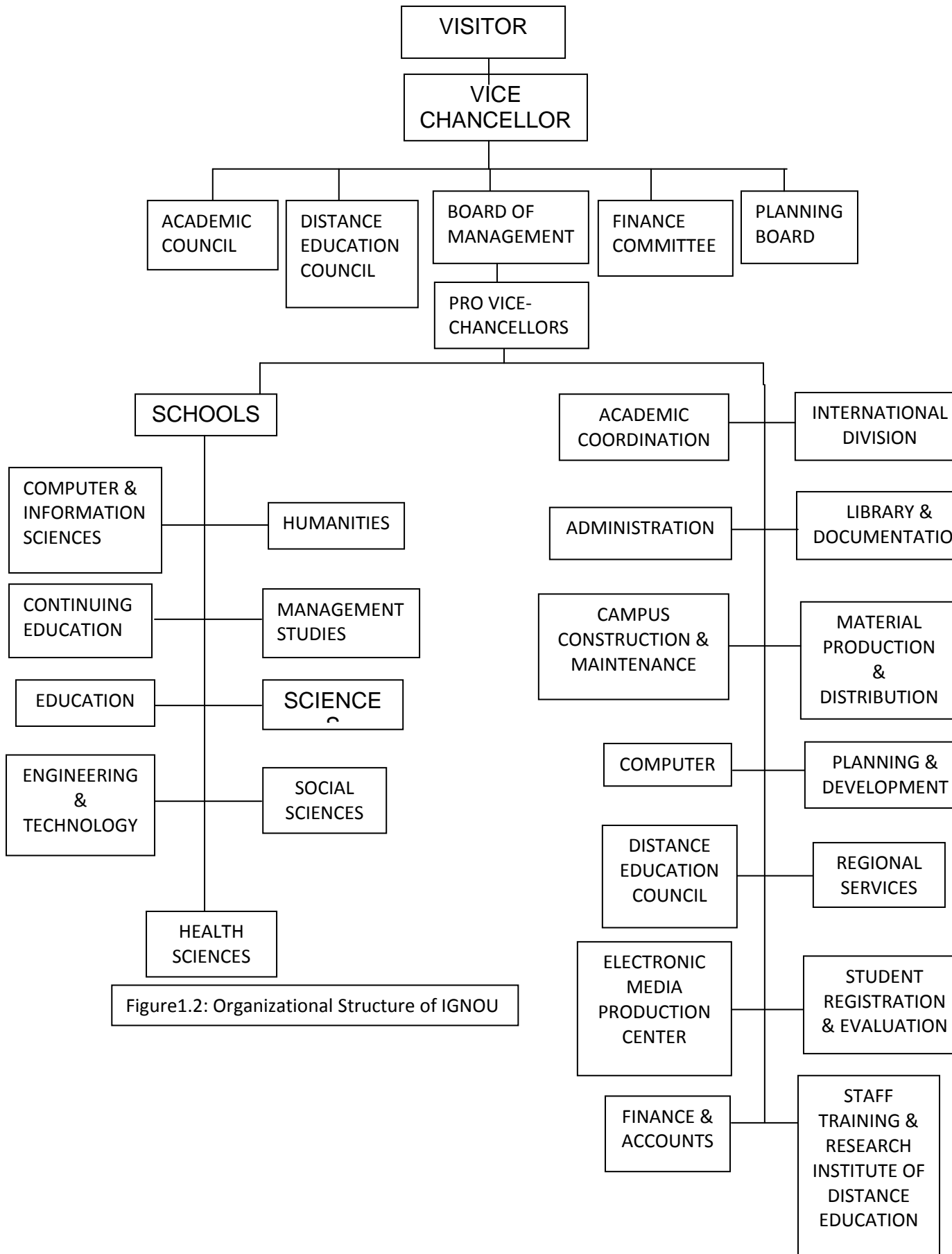


Figure1.2: Organizational Structure of IGNOU

- Encourage innovation on the part of academic staff, students and other associations.
- Serve the institutional objectives both in the short and long run.
- Facilitate the institutional communication process both within and various interest groups.
- Contribute towards organizational climate by encouraging participation, rather than isolation between various officials and between institution and outside world.
- Facilitate decision making and various implementation processes.
- Fulfill the aspirations of professional growth of officials and academics
- Provide for task and role clarity of various agencies and top officials involved in the implementation.

Reddy (1987) identified the following factors that should contribute in deciding the institutional structure of distance education institutions.

Structures that:

- Encourage innovation
- Serves the Institutional Objectives
- Facilitates the Institutional Communication Process
- Contributes towards Organizational Climate
- Facilitates Decision Making
- Provides Role Clarity for various Agencies involved in the Implementation

The organizational structures described above clearly indicate that management of distance education is dependent on type and geographical location of the institution. From these illustrations, it appears obvious that management of distance education appears to be more complex than conventional mode. In addition management of uni-mode distance education institutions is more complex than dual mode institution. This might not be unconnected with the peculiarities of distance education. For instance, while conventional education is more often than not confined to a given location, distance education institutions have study centres that are spread all over the countries where they are located for easy access by the learners. Distance education is technology-mediated and as such requires additional resources in terms of sophisticated equipment and qualified personnel for efficient instructional delivery. All these make management of distance education more cumbersome.

Mukerji and Tripathi (2003) identified key areas of management in distance education with consideration for its peculiarities and this will be our focus in the following section.

a. Information Management

The process of information management commences with the creation of awareness about academic programs among the people. This also includes giving them an insight into the facilities offered by the University. Here, various media i.e. print as well as electronic media play a vital role towards generating awareness about the system in general and about academic programs in particular. Subsequently, the prospective learner approaches the institution for pre-admission counseling followed by his/her admission to the distance education system.

b. Services Management

Here support services of varied nature and type are offered to the learner in order to create learner-centered environment. The services include counseling sessions at the study centers/program study centers, assignment submission by the learners and its evaluation by the counselors, redressing of learners' grievances, conduct of examination at various centers all over the country, declaration of result and finally award of degrees. The overall objective of providing services to the distance learners is to bring the learning environment at the doorsteps of the learner rather than taking learner to the learning environment.

c. Academic Management

The key areas of the sub-system of academic management are design and development of academic programs and identification of academic counselors apart from providing them the necessary orientation and training on distance education system. Training, management and development of academic counselors are important because they are the carriers of the learning environment.

Module Two ORGANISATIONAL STRUCTURE FOR DISTANCE EDUCATION

Unit 1 Management Schools of Thought

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Historical Perspective
 - 3.2 Classification of Management Theories
 - 3.2.1 Classical Management Theory
 - 3.2.2 Neo-Classical Theory
 - 3.2.3 Modern Management Theory
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

This unit takes a look at the historical perspective of management approaches or thought in order to recognize and appreciate how developments in the field of management could contribute to current practices. The unit, therefore, examines the past and present approaches separately and severally and attempts a classification along with the strengths and weaknesses of the different schools of thought.

2.0 OBJECTIVES

At the end of this unit, students should be able to:

- Narrate the historical development of schools of management thought;
- Outline the classification of management theories;
- Describe the importance of the different schools of management, their contributions and limitations.

3.0 MAIN CONTENT

3.1 Historical Perspective

The history of management dates several thousand years back into the past though it started to be considered as a formal discipline only in the late 19th Century. Therefore, the practice of management is as old as man but its theories and concepts are recent, mostly of the 20th Century.

3.2 Classification of Management Theories

There are several schools of thought in management which are classified in several ways by experts the most common and current classification being that which puts the theories into three broad categories as follows:

- (i) Classical Management Theory
- (ii) Neo-Classical Management Theory
- (iii) Modern Management Theory

3.2.1 Classical Management Theory

This consists of a group of similar ideas on the management of organizations that evolved in the late 19th and early 20th Centuries. The classical school of management is sometimes called the traditional school of management. It evolved as a result of the industrial revolution, in response to the growth of large organizations as opposed to the handicraft system that existed till then. It contains three branches namely, scientific management, administrative principles and bureaucratic organization. The three branches emphasize economic rationality of management and organization. Economic rationality assumes that people are motivated by economic incentives and, therefore, to get employees to work hard, managers should appeal to their monetary desires. Classical theorists recognized human emotions but felt that a logical and rational structuring of jobs and work could control human emotions. The primary contributions of this school of thought therefore include: (i) application of science to the practice of management (ii) development of the basic management functions and (iii) articulation and application of specific principles of management.

Scientific Management

Frederick Winslow Taylor (1856 – 1915) is considered to be the father of scientific management as he, along with others, revolutionized management thinking and came up with the scientific management principles and practices amongst which are that:

- (i) Each person's job should be broken down into elements and a scientific way to perform each element should be determined;
- (ii) Workers should be scientifically selected and trained to do the work in the designed and trained manner;
- (iii) There should be good cooperation between management and workers so that tasks are performed in a designed manner;
- (iv) There should be a division of labour between managers and workers. Managers should take over the work of supervising and setting up instructions and designing the work, and the worker should be free to perform the work himself.

The scientific management school is criticized first, on the ground that no man is entirely an 'economic man' and man's behavior is dictated not only by financial needs but by other needs like social, security and esteem needs. Second, there is no 'one best way' of doing a job. Third, separation of planning and doing a job and the greater specialization inherent in the system tend to reduce the need for skill development and promotes monotony of work. Lastly, the use of advanced methods and machines prevent some workers from being active, causing resentment for them.

Administrative Management

While pioneers of scientific management tried to determine the best way to perform a job, those in administrative management explored the possibilities of an ideal way to put all jobs together and operate an organization. Thus, the emphasis of administrative or general management theory is on finding 'the best way' to run an organization. This school of thought is also called administrative or traditional principles of management. Henry Fayol (1841 – 1925), a French industrialist is the chief architect and the father of administrative management theory. Other prominent exponents are Chester I. Bernard and Colonel Lyndall Urwick (a British Management Expert).

Fayol developed a unified concept of management and broad administrative principles applicable to general and higher managerial levels. He used the word 'administration' for what he called management. He focused on the managerial activity and propounded that fundamental functions of any manager consists of planning, organizing, commanding, coordinating and controlling. He emphasized that the process of management is the same at any level of an organization and is common to all types of organizations. He also presented 14 principles of management as general guidelines for management practice. These are division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest to general interest, remuneration, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and *spirit de corps*.

Chester Bernard, separately, believed that the most important function of a manager is to promote cooperative effort toward goals of the organization. According to him, cooperation depends on effective communication and a balance between rewards to and contributions by each employee.

The administrative management theory is also criticized on some grounds. One is that the principles are no better than proverbs which give opposite messages. For example, the principle of unity of command contradicts the principle of specialization or division of labour and, the principle of limited span of control contradicts that the number of organizational levels should be kept to a minimum. Secondly is that the principles are based on a few case studies and are not empirically tested. Thirdly, the principles are stated as unconditional statements and valid under all circumstances, which is not practicable. Fourthly, these principles result in the formation of mechanistic organization structures, which are insensitive to employees' social and psychological needs. Such structures inhibit the employees' self-actualization and accentuate their dependence on superiors. Further, the principles are based on the assumption that organizations are closed systems.

Bureaucratic Organization

With the intentions of eliminating managerial inconsistencies and as a reaction to managerial abuses of power, Max Weber propounded a set of principles to provide grounds for organizing group efforts. The characteristics of bureaucratic organizations are division of labour, by functional specialization, hierarchy of authority, a set of rules covering the rights and duties of employees, a system of procedures for dealing with work situations, impersonal relations between people, and promotion and selection of employees based on technical competence.

Apart from consistent employee behavior, bureaucratic organization eliminates overlapping or conflicting jobs or duties, and the behavior of the system is predictable. These features help to avoid wasteful actions and improve efficiency. Further, bureaucracy has the advantages of basing its mode of hiring and promotion on merit, developing expertise in employees and assuring continuity in the organization. In other words, bureaucracy emphasizes the position rather than person and the organization continues even when individuals leave.

However, too much of red tapes and paper work not only lead to unpleasant experiences but also to inefficient operations. Moreover, since employees are treated impersonally and they are expected to rely on rules and policies, they are unwilling to exercise individual judgment and avoid risks. Consequently, their growth, creativity, development and even initiative suffer considerably. Machine-like treatment makes employees unconcerned about the organization and exhibit indifference

regarding the organization and job performance. Moreover, bureaucracy expects conformity in behaviour rather than performance.

3.2.2 Neo-Classical Theory

As a reaction to schools of classical theory which over-emphasized the mechanical and physiological characters of management, came up the schools of neo-classical theory with a more humane-oriented approach and emphasis on time needs, drives, behaviours and attitudes of individuals. Two important groups, namely, human relations school and behavioural schools emerged during 1920s and 1930s under the neo-classical theory.

Human Relations School

Elton Mayo has been considered as the father of the human relations movement, which later became organizational behavior. Mayo and his co-researchers, particularly Roethlisberger and Dickson conducted studies at the Hawthorne, Illinois plant of Chicago Western Electric Company, which became the famous Hawthorne experiments later. They attempted through several experiments to determine the relationship between working conditions and productivity and arrived at two important conclusions: (i) the existence of strong informal groups (ii) employees' behavior at work is affected by non-economic factors. Thus evolved a social person view of employees which has necessitated managerial strategies for improving the human skills of the supervisors, replacing individual incentive plans by group incentive plans, focusing on employees' feelings and attitudes and their effect on productivity rather than managerial functions.

Drawing heavily from social psychology and individual psychology, the human relations theory therefore expected the manager to be a leader and supervisor of a rather tolerant (democratic and participative) type and considered every employee to be a unique socio-psychological being. The manager should realize that when employees are given special attention, output is likely to increase regardless of the actual changes in the working conditions (Hawthorne effect). That is, reasonable satisfaction of the needs and desires of employees will lead to greater output. In addition, human relations approaches laid greater emphasis on the work group and need for better communication between supervisors and workers. Moreover, the neo-classical writers believed that treating employees like individuals (neo-classical) (neo-classical) would make them act according to the principles (classical). According to them, "treat employees as if they are important and give the workers the feeling of participation".

One limitation to this theory is that it looks only at the human variables as critical and ignored other variables. Also, it is practically impossible to satisfy everybody and turn the organization into a big happy family. Again, the approach over-emphasized the importance of symbolic rewards which may not be appreciated by recipient's 'significant others' and underplays the role of material rewards. Yet, the approach is production-oriented and not employee oriented. In addition, the approach makes an unrealistic demand on the supervisor and expects him to give up his desire for power whereas human behaviour is not the total field of concern of the manager.

Behavioural Schools

Since the Hawthorne experiments, there has been an increased interest in and application of, behavioural science in management. The behavioural school of management gives primacy to psychological considerations but treats fulfillment of emotional needs mainly as a means of achieving other primary economic goals. Important behavioural scientists are Abraham Maslow, Douglas McGregor, Chris Argyris, Frederick Herzberg, Rensis Likert, Kurt Lewin, Chester Bernard and Mary Parker Follet.

These theorists regard the classical management theory as highly mechanistic, which tends to degrade the human spirit and is non-responsive to the human needs. They preferred more flexible organization structures with jobs built around the capabilities and aptitudes of average employees. Many of the theorists should be considered as contributors to modern management theories in general, social system theory and modern humanism theory in particular. Secondly, the behavioural school is a logical extension of human relations school and both in turn lead to social system theory and modern behaviourism. Hence, contributions and limitations of the human relations school, and the behaviourism school overlap to a considerable extent. All of them are largely concerned with motivation.

3.2.3 Modern Management Theory

This theory highlights the complexity of the organization as well as individuals and the diversity of their needs, motives, aspirations and potentials. As a result, one time status and universal management principles are impracticable. The complexities require intricate managerial strategies for dealing with people and organization. This theory views man as a complex employee and holds that people are both complex and variable. Therefore, there is no single managerial

strategy that works for all the people at all times. Managers can employ different strategies at different times and for different persons. Four important modern management theories arising out of the complex employee view are systems theory, contingency theory, organizational humanism and management science.

This stage of management theory represents the work of revisionist researchers combining streams of efforts in the behavioural sciences with those in mathematics, statistics and the use of computers. Rigorous research and testing of propositions using behavioural, statistical and mathematical tools characterized this school of thought. This period is also called the synthesis period. The revisionists used behavioural and quantitative tools and remained more inductive, experimental, rigorous and complete. According to the modern management school, management is an exercise in logic and applies to situations that can be reduced to utilized measurements and handled with quantitative methods where computers have an increasing role to play.

4.0 CONCLUSION

The art and science of the act of management have been in existence from time immemorial and have gone through several stages in an attempt to attain perfection. Thus, there have been several schools of thought through the ages with respect to the term 'management' in the attempt to define it, comprehend it and capture it for best practice. Yet, the search continues and new ways are being explored as the world matches on and through a better management of organizations.

5.0 SUMMARY

This unit traced the history of ideas, principles, theories and practices of management as a tool used to achieve the goals and objectives of organizations. Thus the unit examined the three major and current schools of management thought namely classical management theory, neo-classical management theory and modern management theory. The propositions and positions of each of the theories were examined along with their proponents and their merits and demerits.

6.0 TEACHER MARKED ASSIGNMENT

1. Name the major and current schools of management thought.
2. What are the merits and demerits in each of the schools of management thought?

7.0 REFERENCES/FURTHER READINGS

Sridhar, M. S. (2008). Schools of management thought. Retrieved on January 17, 2013 from

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Unit Two Organisational Theory of Distance Education

1.0 Introduction

2.0 Objectives

3.0 Main Contents

3.1. Definition of theory

3.2. Significance of theory

3.3. Organization theories of distance education

4.0 Conclusion

5.0 Summary

1.0 Introduction

Since distance education is fast becoming a credible alternative to conventional system of education, there is the need to tie together its significant knowledge in order to give it a framework. This appears to be achievable through the use of appropriate theories. One of the best criteria to facilitate the acceptance of distance education and exhibit its uniqueness is through the development of a solid theoretical base – a body of organized and tested knowledge. The use of theory is to explain and predict phenomena in distance education. For instance, distance education has certain unique characteristics that could possibly predict learning outcomes, but without appropriate theory to back up these predictions, it might be difficult to explain such. Thus with appropriate theory, an observer can tie together various information about distance education and have a proper understanding of distance education. Through this, distance education will acquire the status of a profession, that is, the behaviour of distance educationists will be guided by acceptable standards of practice.

2.0 Objectives

At the end of this Unit, you should be able to:

- Define theory
- Enumerate the importance of theory
- List relevant theories in distance education

3.0 Content

3.1 Definition of theory.

In life, the inquisitive nature of man will always demand explanation for any strange occurrence. Such explanation can only be tenable when it is presented in a logical and coherent manner in order to explain similar occurrence in future. This implies that once a prevailing situation before an occurrence is found to precede that occurrence over a long period of time, then you can use that situation to predict such occurrence. Therefore, when you are able to use a situation to predict an occurrence, a theory can be developed. For example, it has been observed over time that once an object is thrown up, after attaining certain height, it comes down. This occurrence has been on

over a period of time before the Theory of gravitational pull was formulated.

The formulation of a theory is not based on haphazard study but on systematic study of relationship. Therefore, theory is a systematic grouping of interrelated principles to explain a phenomenon. Fred Kerlinger defines theory as “a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena”

A theory, then, is a statement (generalization) that explains some phenomena in a systematic way. Theories may range from a simple generalization to a complex set of laws, from philosophical to scientific. Some theories deal with simple generalizations such as results of educational polls or school surveys undertaken by state accrediting associations. Such studies involve measures of the nature of some condition at a particular time.

3.2 Functions of theories

Every decision in education is premised on the use of theory irrespective of disciplines. That is, almost every action a school administrator takes is based to some degree on a theory. For example, when a school administrator includes others in a decision involving an issue that is relevant to them and that they have the expertise to make, instead of making the decision unilaterally. Such action is referred to in the research literature as participatory decision making. Participatory decision making, is based on the idea that active involvement of teachers, parents, or community members in school decisions will lead to improved school performance. It is believed that those closest to teaching and learning, namely teachers, and those with the most knowledge about the children, namely parents, should be involved in decisions because they have expertise that is crucial to improving school performance. Furthermore, it is believed that when teachers and parents are involved in decision making, they will be more committed to implementing and supporting the decision, and a sense of ownership in the school will result. Without knowing it, the school administrator made the choice to involve others in the decision-making process on the basis of a theory.

Educational administrators are most likely to take incoherent decisions without theories to guide them in making choices. Therefore, theories provide a guiding framework for understanding, predicting, and controlling behaviour in organizations.

Identification of relevant phenomena

Theories determine the number and kinds of phenomena that are relevant to a study. A theory tells a researcher on what to observe and to ignore. For example, a doctoral student working on the issue of quality assurance in an educational system is likely to approach his study from the open systems perspective. He is likely to identify the various components of open systems such as input, process or conversion and output in order to explain his study. Through this approach, he is able to provide a theoretical framework to arrive at possible theoretical solutions for each problem area under investigation.

Classifying phenomena

One of the approaches to scientific study is the construction of theoretical framework within which to explain a phenomenon. Therefore scientists construct theoretical framework for classification. For instance, an example of a classification scheme in educational administration is the study of organizational climate by Andrew Halpin and Don Croft. Using factor analysis; they developed eight dimensions of organization climate and classified them into six categories: open, autonomous, controlled, familiar, paternal, and closed. Another example comes from the work of Henry Mintzberg. After extensive, structured observation of five executives (one a school superintendent), Mintzberg classified managerial activities into ten administrative roles: figurehead, leader, liaison (interpersonal); monitor, disseminator, spokesperson (informational); and entrepreneur, disturbance-handler, resource-allocator, negotiator (decisional). If educational administrators fail to develop theoretical frameworks for classifying phenomena, they will limit the advancement of knowledge in the field.

Formulating constructs

Reliable information can be obtained through direct observation and measurement. However, many aspects of behaviour cannot be directly observed. Intelligence is not an observable entity; it is inferred from using instruments that sample subject behavior. Affective predispositions such as attitudes, interests, and opinions cannot be observed directly; they are observed indirectly as they manifest themselves in behavior. Consequently, social scientists have developed constructs to explain why certain types of behavior occur. These constructs are often referred to as hypothetical constructs to imply that they are a construction of the social scientist's imagination.

Summarizing phenomena

Theories summarize isolated lists of data into a broader conceptual scheme of wider applicability. These summaries can be stated with varying degrees of comprehensiveness and precision. They may range from simple generalizations to complex theoretical relationships. A school superintendent making a generalization about granting certificates of achievement to outstanding teachers in the school district is an example of low-level summarizing. This type of summary is not usually referred to as a theory. But the superintendent might construct a more complex generalization, one that describes the relationship between phenomena. For example, after observing the granting of certificates of achievement to deserving teachers, the superintendent may note a relationship: Public recognition is a means of motivating teachers. Summarizing and explaining phenomena permit deeper understanding of data and translate empirical findings into a more comprehensive, theoretical framework. In the natural sciences, for instance, the theory of oxidation brings many of the chemical reactions common to everyday life into focus. The more comprehensive the theory, which is supported by verified observations, the more mature the science becomes.

Predicting phenomena

A theory permits prediction of unforeseen circumstances. For example, when system theory is applied to quality assurance of academic programmes in an educational system, it could be said that once the input is inadequate, quality of the output may be constrained. Therefore, the systems theory now becomes the framework for making generalization on quality of education. On the basis of system's theory, one can expect similar behavior in educational institutions, even when no relevant statistics have been generated. That is theory enables one to predict what should be observable where no data are available.

Revealing needed research

Theories are meant to explain occurrences on the basis of which generalizations or predictions can be made. Through this, grey areas to be investigated in order to provide appropriate answers are highlighted. Through revision of existing theories, new areas of research are identified to provide basis upon which new theories are formulated.

3.3 Theories in open and distance education

In the previous section you have learnt about the need for theory as well as the various functions of theory. One of the functions of theory is that allows for explanation of some phenomena and solutions to such strange occurrences can be explained with the aid of theory that has been formulated. Any discipline that is not backed up with theory will struggle for recognition. In the case of distance education, a major

controversy surrounding the formulation of theories is that it is not a discipline but mere instructional method of educational delivery. Those that belong to this school of thought suggested that theories in traditional education can be applied to distance education.

However, when key elements of distance education are examined, it is important that certain issues in distance education must be explained with the aid of theories that bear into consideration some peculiarities of open and distance education. Some of these key elements as identified by Keegan (1980) include the following:

- Separation of teacher and learner
- Influence of an educational organisation
- Use of media to link teacher and learner
- Two way exchange of communication
- Learners as individuals rather than groups
- Educators as an industrialized form.

As fallout of these peculiarities, some scholars have made a case for the formulation of theories for distance education. For instance, Garrison and Shale (1987) include in their essential criteria for formulation of theories for distance education theory the elements of non-contiguous communication, two-way interactive communication and the use of technology to mediate two-way communication.

Keegan (1986) identifies three historical approaches to the development of a theory of distance education. These three theories are:

- Theory of autonomy and independence learning. This is to reflect the essential component of the independence of the learner.
- Theory of industrialization reflects the attempt to view the field of distance education as an industrialized form of teaching and learning.
- The third theory that integrates theories of communication

There has been other wider range of theoretical notions that provided a richer understanding of the learner at a distance education. These concepts are four namely:

- Transactional distance
- Interaction
- Learner control
- Social presence

These four theoretical constructs form the basis of our discussion on theories of distance education.

3.3.1 Transactional distance

Moore (1990) came up with the concept of transactional distance which he says exists in all educational relationship. This transactional distance is determined by the amount of dialogue which occurs between the learner and the instructor and the amount of structure which exists in the design of the course. Dialogue is the exchange of communication between the learner and the instructor that are not in the same location. This is unlike the conventional education where the learner and instructor are physically present and have the opportunity to seek further clarification on any issue. Structure of the course of the course relates to the arrangement or organisation of various concepts. In conventional education, when some of the concepts are expressed in abstract forms, the learner to understand as he could seek for further explanation from the instructor. However, in distance learning mode, this is not possible therefore concepts must be expressed in concrete terms for easy comprehension by the learner.

Greater transactional distance occurs when an educational programme has more structure and less student dialogue. This is likely to constitute a barrier between the learner and the instructor. An ideal situation is where there is less structure and more dialogue between the instructor and the learner.

Saba and Shearer (1994) carry the concept of transactional distance further by examining the relationship between dialogue and structure in transactional distance. They conclude that as learner control and dialogue increase, transactional distance decreases. This is where the use of integrated telecommunication systems is important. That is why technology is very important in distance education because it permits a greater variety of transaction to occur thus improving dialogue to minimize transactional distance.

3.3.2 Interaction

Interaction is another theoretical construct that has received much attention in literature. Three types of interaction that is essential in distance education were identified by Moore (1989) as follow:

- learner-instructor interaction,
- learner-content interaction, and
- Learner-learner interaction.

The learner-instructor interaction is that component that provides motivation, feedback and dialogue between the teacher and the students. Learner-content interaction is the method by which students obtain intellectual information from the materials. Learner-learner interaction is the exchange of information, ideas and dialogue that occur between students about the course.

Another component added by Hillman, Hills and Gunawardena (1994) was the learner-interface interaction. They note that the interaction between the learner and the technology which delivers instruction is a very critical component of distance education. Learners who do not have the basic skill required to use a communication medium spend more time learning to interact with the technology and have less time to learn the lesson. For this reason instructional designers must include learner-interface interactions which enable the learner to have successful interactions with the technology that is used for instructional delivery.

3.3.3Control

Attention has also been placed on the independence and learner control as another theoretical construct in distance education. According to Altmann and Arambasich (1982) and Rotter (1989) students who perceive that their academic success is a result of their own personal accomplishments have an internal locus of control and are more likely to persist in their distance education. Students with an external locus of control feel that their success or lack of it, is due largely to events such as luck or fate outside their control. Thus externals are more likely to become dropouts.

When you compare this scenario with what goes on in conventional education then you will understand why independence and control is very important. You will recall that distance education is student-centred as well as an independent study. Therefore, you must be able to study on your own without being prop to do so. Therefore, you must be internally motivated to study before you can successfully complete distance education programme. The opposite is when you rely on external support before you can study. For instance, if you are the type that will not be willing to study unless you see your mates going to the library or reading their books, then it is likely that you drop out of distance education programme. In this situation you are said to be externally motivated.

3.3.4Social context

The social context where distance learning takes place has also become an area of attention for theorists. Theorists are now examining how social environment affects motivation, attitudes, teaching and learning. There is a widespread notion that technology is culturally neutral and can easily be used in a variety of settings. However, media materials and services are often inappropriately transferred without attention being paid to the social setting or to the local recipient culture (Mclsaac, 1993). Evidence however abound to indicate that computer-mediated communication attempts to reduce patterns of discrimination by providing equality interaction among participants who may be anonymous in terms of gender, race and physical features. Therefore, it is considered important to examine social factors in distance learning

environment where the communication process is mediated and where social climates are created that are very different from traditional settings.

One social factor that is particularly significant to distance educators is social presence. Social presence is the degree to which a person feels “socially present” in a mediated situation. Hackman and Walker (1990) studying learners in an interactive television class found that cues given to students such as encouraging gestures, smiles and praise were social factors that enhanced both students’ satisfaction and their perceptions of learning.

4.0 Conclusion

Theories are used to explain phenomena and based on the peculiarities of distance education; there is the need to develop framework to explain certain concepts in distance education. Without a strong base in research and theory distance education will continue to struggle for recognition among traditional academic community. At best it could be regarded as an alternative mode of instructional delivery and not as a discipline. However, it is noted that as time progresses those theoretical constructs in distance education discussed in the preceding section will attain the status of theories.

5.0 Summary

This unit has revealed that development of theories in distance confers recognition on it as a discipline. The functions of theories have been identified to include identification of phenomena, classification of phenomena, formulation of phenomena, summarizing of phenomena, prediction of phenomena and revelation of needed research.

Some scholars have argued that theories in traditional education can be applied to distance education while others have canvassed for the development of distinct theories in distance education based on its peculiarities. These peculiarities include separation of teacher and learner, use of media to link teacher and learner, two way exchanges of communication and learners as individuals rather than groups.

While the development of theory in distance education is still at the infancy, literature review indicates that theoretical constructs such as transactional distance, interaction, learner control and social context provide the basis for emergence of distance education theories in the nearest future.

Module 3 Administration of Distance Education I

Unit 1 Elements, Management and Administration of Distance Education

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1.0 INTRODUCTION

This course is related to the nature and scope of educational management and administration .The focus of this unit is specifically on the nature of educational management and administration. The unit objectives as stated below have specifically provided what you should learn in this unit.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- define management and administration
- explain the history of management.
- explain the nature of educational management and administration.
- define educational management and administration
- discuss the issues of educational management and administration.

3.1.1 Definition of Management

The definition of the term varies according to perceptions and purposes. Scientific management and behavioural management are two forms of managements that have been identified. The first is referred to as quantitative management. Behavioural management is the body of knowledge devoted to the understanding of human and organizational behaviour. It is this form of management that we are interested in. Radnor and Neal (1973) agreed that management science (which focuses on techniques and models) cannot achieve much without collaboration with behavioural management. Management in their views may be seen as an art or a science.

The definitions of Terry (1977) and Sherlekan (1984) give better expositions to the concept of management. According to Terry “management is a distinct process consisting of planning, organizing, coordination, and controlling performed to determine and accomplish stated objectives by the use of human beings and other resources” (p.4). On the other hand, Sherlekan (1984) stated that “management is the guidance, leadership and control of the effort of a group of people towards the achievement of some common objectives. In other words, management is a social (international) and economic process involving a sequence of coordinated events known as planning, organizing, coordinating and controlling. The advantages of applying management principles lies in the fact that resources are better harnessed leading to the achievement of desired objectives faster and more efficiently.

3.1.2 DEFINITION ADMINISTRATION

Although, the words management and administration are often used interchangeably, it is of benefit to point out the difference between the two regardless of how slight. As stated earlier, management concerns itself with activities (planning, organizing, directing, co-ordinating etc) sequentially coordinated with the aim of achieving desired goals. Administration on the other hand is a facilitative function by serving as a means which is positively directed and harnessed. Miewald (1978) described administration as the capacity to harness the many and often conflicting social energies (forces) in an organization in such a positive manner that they operate as a unit and therefore facilitate organizational goals’ achievements.

The important roles of administration in every organization have been highlighted by Okoroma (2007). According to him, administration:

- (i) exists to influence decisions;
- (ii) influences the result to be achieved, the direction to be pursued and priorities to be recognized within the organization;
- (iii) has a decisive impact on strategies selected and utilized to reach predetermined objectives;
- (iv) determined in large measure, organizational climate and working relationship; and
- (v) helps to make personnel employed more productive.

The education industry involves planning and the formulation of educational policies, which translate into educational programmes. The end result is to achieve educational goals. Educational Management is the process of bringing men and materials together in order to ensure effective and functional teaching and learning in school. According to

Okeke, et al (1985), educational management is a process which is concerned with using methods, principles and practices to achieve the objectives of education. What is involved in this process is the careful arrangement and utilization of available human and material resources with the efforts geared toward the achievements of educational objectives. The inadequacy of resources available to education has made their effective management very imperative so that the formal school system as well as implementation of the board planned educational programmes can be quantitatively sustained in open and distance learning education.

Peretomode (2001) and Nwanko (1987) have tried to distinguish between Educational Management and Educational Administration. According to Peretomode, Education Management is concerned with the planning and formulation of educational policies or the application of the process of planning, organizing coordinating, controlling and evaluating human and material resources or objectives. The systematic arrangement of human and material resources and programmes that are available for education and the careful and systematic use of them within defined policies to achieve educational goals fall within the periphery of Educational Administration (Nwanko, 1987).

3.2 HISTORY OF MANAGEMENT

It is good that in every discipline that one is studying, one should have an indepth knowledge of that discipline. That is to say, you must be firmly rooted into that discipline. For that to happen, you must possess a good knowledge at any level of what you are studying. Co-operative is a form of business organization, that is why management concepts techniques, principles and theories must be brought to bear in the administration and management of co-operative. Consequently, the amount of knowledge needed to manage other forms of businesses is the same, if not more in the case of managing a co-operative organization. This is because co-operative resources are modest. This place the burden on the management to use the resources in such a manner that the objectives are satisfied. It is for this reason that you should be grounded in the principles and practices of management.

It is for the above reason that we shall be considering the history of management so that you have further indepth knowledge of management and this should be rooted in your mind. This is important so that you can further appreciate the principles and theories as well as the necessity to fall back on them in your practice as a manager. People talk about management in a loose way. They do not understand it and that is why they cannot apply the principles for intellectual understanding is not enough because it is just a show of good memory. But a good memory is only useful when what has been memorized can be called forth and applied to give solutions to problem. This is intelligence. Bear it in mind.

3.3 Issues Educational Management and Administration

The quality of every society is largely predicted on the quality of its educational system. In the light of the apparent constraints on educational resources, their efficient utilization for maximum result need not to be overemphasized. The claim that education alone takes much of Nigeria's resources has not reflected in the quality of educational services in Nigeria. The dismal situation of education can either be blamed on government's inability to make adequate resources available or on educational manager's failure to effectively manage the scarce resources.

Apparently, no organization can live above its leaders in terms of goal achievement. The effective management of education at all levels requires committed educational managers who are adequately motivated to perform their duties. Adequate resources are a necessity for the achievement of results. Only professionally trained personnel in education is suitable to cope with the enormous challenges in the industry which unfortunately, experiences high demand for its services without commensurate inflow of resources. This poor situation places the educational manager in a dilemma of some sort. In order for him to succeed in the pursuits of educational goals, adequate personnel (especially teachers), facilities and funds will continue to be necessary.

SELF ASSESSMENT EXERCISE

1. What do the terms Management and Educational Management means?
2. Differentiate between Educational Management and Educational Administration.

4.0 CONCLUSION

Educational Management is the application of the process of planning, organizing, coordinating, controlling and evaluating of human and material resources necessary for the achievement of educational goals. And the main concern of educational managers and administrators is to ensure that teaching and learning are effective, especially in the school system as well as implementation of the broadly planned educational programmes.

5.0 SUMMARY

This unit has introduced you to the concepts of Educational Management and Administration. You have seen that all activities in the educational system are influenced by educational managers and administrators.

6.0 TUTOR-MARKED ASSIGNMENT

Discuss the issue of concern to educational managements.

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UNIT 2 HUMAN RESOURCES MANAGEMENT IN DISTANCE EDUCATION

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- 4.0 Conclusion
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- 6.0 Tutor – Marked Assignment
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1.0 INTRODUCTION

This unit focuses specifically on human resources management in ODL. The unit is a guide to the field of human resources management. Let us look at what you would learn in this unit as specified in the Unit objectives below.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- describe the human resources management
- identify what human resources are ; and
- define management.

3.1.1 Definition of Human Resources Management in ODL

The term human resources management' (HRM) has been subjected to considerable debates. The concept is shrouded in managerial hype and its underlying philosophy and character is highly controversial because it lacks precise formulation and agreement as to its significance. Nonetheless, definition of the subject matter is given according to Bratton and Gold (1999:11) as:

“that part of the management process that specializes in the management of people in work organizations. HRM emphasizes that employees are critical to achieving

sustainable competitive advantages that human resources' practices need to be integrated with the corporate strategy, and that human resources specialists help organizational controllers to meet both efficiency and equity objectives."

Naturally, the definition of human resources management would be incomplete without further explaining what the terms 'human resources' and 'management' are. First and foremost, people in work organizations endowed with a range of abilities, talents and attitudes, influence productivity, quality and profitability. People set overall strategies and goals, design work systems, produce goods and services, monitor quality, allocate financial resources, and market the products and services. Individuals therefore, become 'human resources' by virtue of the roles they assume in the work organization. Employment roles are defined and described in a manner designed to maximize particular employees' contributions to achieving organizational objectives.

In theory, the management of people is not different from the management of other resources of organizations. In practice, what makes it different is the nature of the resource people. One set of perspective views the human beings as potentially a creative and complex resource whose behaviour is influenced by many diverse factors originating from either the individual or the surrounding environment. Organizational behaviour theorists for example, suggest that the behaviour and performance of the 'human resource' is a function of at least four variables: ability, motivation, role perception and situational contingencies. Another set of perspectives emphasizes the problematic nature of employment relations, (Watson, 1986). The human resources differ from other resources the employer uses, partly because individuals are endowed with varying levels of ability (including aptitudes, skills and knowledge), with personality traits, gender, role perception and differences in experience, and partly as a result of differences in motivation and commitment. In other words, employees differ from other resources because of their ability to evaluate and to question management's actions and their commitment and co-operation always has to be won. In addition, employees have the capacity to form groups and trade unions to defend or further their economic interest. Human resource is often referred to as personnel, staff or workers.

3.1.3 DEFINITION OF MANAGEMENT IN ODL

The term 'management' may be applied to either a social group or a process. The term 'management', when applied to a process, conjures up in the mind a variety of images of managerial work. Management may be seen as science or as an art. The image of management as a science is based on the view that experts have accumulated a distinct

body of knowledge about management which, if studied and applied, can enhance organizational effectiveness. This view assumed that people can be trained to be effective managers. Classical management theorists set out to develop a 'science of management' in which management is defined in terms of planning, organizing, commanding, coordinating and controlling'. In this classical conception, management is regarded as primarily concerned with internal affairs. Another set of perspective on the role of management emphasizes that an organization is a purposive miniature society and, as such, power and politics are pervasive in all work organizations. By power, it means the capacity of an individual to influence others who are in a state of dependence. Organizational politics refers to those activities that are not required as part of a manager's formal role but which influence or attempt to influence, the distribution of resources for the purpose of promoting personal objectives. Politics in organization is simply a fact of life. Those who fail to acknowledge political behavior ignore the reality that organizations are political systems.

An alternative image of managerial activity is to view management as an art. This implies that managerial ability and success depends upon traits such as intelligence, charisma, decisiveness, enthusiasm, integrity, dominance and self-confidence. The practical implications of this view are quite different from the 'management as a science' approach. If management is equated with specific traits associated with successful styles of leadership, it would provide a basis for selecting the 'right' individual for managerial position in the organization. Managerial skills can be developed but cannot be acquired by attending 'business schools'. In other words, if management is an art, managers are born. The science-versus-art discourse is not an arid academic debate, given public and private expenditure on management education and training.

The theme of control in organizations provides yet another view of the role of management. From this perspective, managerial control is the central focus of management activity. According to this approach, managers seek to control the labour process by deskilling workers using scientific management techniques and new technology. In searching for the meaning of management, Watson's (1994) ethnographic study focused attention on how managers share both themselves and their subordinates through communicating values to be shared through the organization. He argued that management is inherently a social and moral activity; a human social craft. It requires the ability to interpret the thoughts and wants of others be these employees, customers, competitors or whatever and the facility to share meanings; values and human commitments

Perhaps, the most sensible way to approach the debate of what management is, is by recognizing that management is indeed both an art and a science and that, at the same time, it is involved in both political behaviour and controls.

3.2 Issues in Human Resources Management in ODL

Every educational system at every level depends heavily on teachers for the execution of its programmes. Maintaining and improving educational standards are only possible through teachers. The teachers therefore, are the most indispensable entity in the school. They are the greatest aid to learning. Thus, as far as possible, they should be thoroughly trained and supported in their work.

Human resource management deals with the establishment of procedures for the employment and payment of workers or staff. It is the arrangement of conditions which makes possible greater self direction by staff in the performance of their duties. It is, therefore, an important function in the general context of all administrative responsibility of managing staff. However, in Nigeria, the ministries of Education, Civil (public) Service commission are very much involved in a number of policies affecting teachers. Areas for such involvement, for example include recruitment, staff development, transfers and promotions, staff evaluation, dismissal and general discipline, salaries and pensions.

Thus, the life of the school teacher is affected by the activities of the officials in the Ministries of Education or their agencies. Consequently, the interaction of the two becomes essential if teaching is to become effective. It should also be remembered that the major premise of staff or human resources management in schools is that the end result of the educative process will be determined by the effectiveness of the school teachers.

3.3 Functions of Human Resources Management in ODL

Human resource management is a body of knowledge and a set of practices that define the nature of work and regulate the employment relationship. HRM covers the following five functional areas:

- (a) **Staffing:** Which deals with obtaining people with appropriate skills, abilities, knowledge and experience to fill jobs in the work organization. Pertinent practices are human resources planning, job analysis, recruitment and selection.
- (b) **Reward:** Involves the design and administration of reward systems. Practices include job evaluation, performance appraisal and benefits.
- (c) **Employee Development:** Is analyzing training requirement to ensure that employees possess the knowledge and skills to perform satisfactorily in their jobs or to advance in the

organization. Performance appraisal can identify employee key skills and competence.

- (d) **Employee Relations:** Under this heading may be a range of employee involvement /participation schemes in union or non-union workplaces. In a union environment, it also includes negotiations between management and union representatives over decisions affecting the employment contract.
- (e) **Employee Maintenance:** Is the administration and monitoring of workplace safety, health and welfare policies to retain a competent workforce and comply with statutory standards and regulations.

3.4 **Activities of Human Resource Management in ODL**

The activities Human Resource Managers undertake vary from one workplace to another and might be affected by such factors as the size and structure of the organization (for example, single or multi-establishment organization), the presence or not of trade unions, and senior management's philosophy and employment strategy. Larger workplaces are more likely to employ at least one HRM or personnel specialist. Large organizations might divide HRM activities among several managers; one specialist for recruitment and selection, one for employee training and development and another for negotiating and administering the collective agreement. Changes in job design will impact on selection, rewards and training activities. An organization that changes its manufacturing strategy by introducing 'cellular' or 'self managed' teams will have different recruitment and selection priorities to a company that used traditional assembly line production employing unskilled operators.

Significant changes in job design will also require formal training and learning. In addition, if the organization chooses to combine tasks and instill greater employee autonomy, an alternative reward system may have to be designed to encourage employee cooperation and commitment. These sets of human resource activities are designed to match individuals to organizational tasks, to motivate the workforce, and to deal with conflicts and tensions at work. HRM practices therefore, aim to achieve two sets of objectives; improve employee performance and enhance organizational effectiveness.

Many academic observers of work organizations recognized that conflict between individual employees, within teams or between management and employees is inevitable and can enhance, rather than decrease, performance (Carsten De Dreu and Van De Vliert, 1997). Stephen Robbins (1991) and other organizational theorists, distinguished between functional and dysfunctional conflicts. The former supports the goals of the work group and improve its performance. Richard Hyman (1989), an industrial relations theorist

identifies two types of workplace conflict; organized and unorganized. When a group of employees engage in planned action (for example, a strike) to change the source of discontent, it is referred to as organized conflict. When employees respond to discontent or a repressive situation by individual absenteeism or individual acts of sabotage, it is referred to as unorganized conflict. It is estimated that managers spend more than 20 per cent of every working day in some form of conflict management activity. This brings us to the second level: HRM has responsibility for conflict management. HRM specialists are involved in a range of interventionist activities designed to alter the level and form of conflict that inevitably arises in work organizations. Ensuring that conflict does not hinder organizational performance is a central HRM role.

In dealing with staff or human resource management in schools, we are essentially concerned with three major issues namely: assessing the need for staff, satisfying the need for staff, and maintaining and improving staff services.

SELF ASSESSMENT EXERCISES

1. Define the term human resource management in ODL.
2. Discuss the functions of Human Resources Management in ODL

4.0 CONCLUSION

Human resource management has been defined as the methods of integrating and maintaining workers in an organization so that the organization can achieve the purposes and meet the goals for which it was established. It is the coordination of the activities and efforts of the workers in an organization so that organizational goals are achieved. In other words, human resource management is the process of motivating workers in the organization so as to obtain maximum output from them.

5.0 SUMMARY

In this unit, you have been introduced to the concept of 'human resource' and 'management'. You have seen that human resource management and personnel administration refer to the same thing. We have also treated the functions and activities of human resources management including staffing or procurement, rewards (compensation), employee development (training and re-training), placement, employee maintenance, selection and employee relations.

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UNIT3: MANAGING LEARNERS' SUPPORT SERVICES

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1.0 INTRODUCTION

In this unit, you will learn about management of learners' support services and the NOUN Library.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define learners' support services in ODL
- establishment of learners' support services
- explain what learners' support services mean in ODL
- describe the NOUN library

3.1 Definition of Learners' Support Services

By definition, learners' support services refer to those other resources and facilities provided to assist learners in their course of study with or without the assistance of facilitators (or human resources) in one way or the other. Extensive and comprehensive learner support system should be established and administered through the directorate of learners support services and the main venues where student support services take place are the study centres which should be distributed all over the country where open and distance learning institutions are in existence.

3.2 The Establishment of Learners' Support Services

As said earlier on, an extensive and comprehensive learner support system has been established at NOUN and administered through the directorate of learners support services. The main venues where student support services take place are the study centres which are distributed all over the country.

The human resources of the learner support services according to Robbins (1991) include Study Centre Directors, Administrative Officers, Multimedia Personnel, Account Staffs, Store Officers, the Instructional

Facilitators and Student Counselors whose contact details are made available on the university's website. The study centre Director is the administrative head of the centre and the person who represents the office of the vice chancellor at the centre.

The highly qualified and experienced guidance counselors are available to contact them from time to time with respects to several aspects of the students studies including enrolment, choice of programmes and courses, when and how to study and when to seek special clinic for academic guidance. Their support services should also provide early warning signals difficulty with studies in order for the students to take prompt remedial action (Watson, 1986).

The facilitators deal exclusively on all academic issues. The course materials which have been developed in sequence using conceptual or modular themes are the main teaching instruments. The themes have been broken down to sections and the sections broken down into units. The main functions of the facilitators are therefore to solely bring to student's understanding, some grey areas in the course materials.

Due to a variety of reasons which include lack of qualified personnel, few subscriptions in some courses, a scheme for sharing and of using few facilitator s for programmes may be practiced within a quality assurance framework. All students are encouraged to attend face-to-face contact sessions. The duration of the contact session is determined by the nature of the courses. In some courses such as those requiring laboratory classes, participation at the contact session is mandatory. This would enable the programme leaders to conduct intensive reviews, simulations, critiques, students' questioning and some lectures on course contents they had worked on for the year.

The multimedia approach is the preferred method of delivery. This approach, apart from the print materials which the students will read on their own, may consist of audio visual programmes, CD-ROM, video cassette tapes, audio tapes, assignments, counseling sessions and where necessary, practical work (Musaaazi, 1982). For now however, the main course material is the print. Once students have registered the prescribed courses of their choices, they will be provided with these print materials and they proceed straight to study them.

Printed materials shall be physically transported to the students through NIPOST/ courier companies or an in-house transport division. The audiotapes, videotapes and CD ROMs are offered as complimentary media, based on **availability** and their preference. They will also be able to learn from a distance through television and radio broadcasts of our educational programmes, when available. NOUN is also developing on a limited scale/its network of libraries and resource facilities to service its students and to extend the services and supplement the virtual library.

3.3 The NOUN Library

The NOUN library is a place where you will find each course material set of books, audio-visual materials, journals etc. The NOUN library opened to students and can be accessed from any location with an internet connection. Libraries at study centres will also be found helpful to students. Any book or material borrowed from the library should be returned at the designated time for easy flow of materials.

SELF ASSESSMENT EXERCISE

1. Define the term “learners’ support services in ODL”.
2. Explain the establishment of learners’ support services in ODL.

4.0 CONCLUSION

From what we have discussed above, we can see that learners’ support services are vital services in ODL. In this case, it is of importance that learners’ support services are established and properly administered to aid better learning in ODL institutions for productive achievement of the objectives of establishing ODL institutions in the countries of the world.

5.0 SUMMARY

We have discussed the definition and establishment of learners’ support services in ODL institutions in this unit. We have also discussed about the NOUN library. These have invariably made us to know that the establishment of learners’ support services in ODL institutions are necessary as well as library facilities.

6.0 TUTOR-MARKED ASSIGNMENT

What is the importance of the existence of learners’ support services in ODL institutions?

7.0 REFERENCES/FURTHER READING

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UNIT 4: RECORDS MANAGEMENT IN DISTANCE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Definition of Record Management
 - 3.2 Need for Records Management
 - 3.3 Types of Records
 - 3.3.1 Classification of Records
 - 3.3.2 Importance of Records
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 Reference/Further Reading

1.0 INTRODUCTION

In this unit, you will learn about records management, filling and indexing, preserving records, the registry and Management in Open and Distance Learning.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define record management in ODL
- state the need for record management in ODL
- describe the types of record in ODL
- classify records in ODL
- list the importance of records in ODL

3.1 Definition of Records Management

Records management is the process by which the records of any organization are maintained, kept, retrieved, analyzed and processed. The success of any organisation depends on the efficiency of its records management. Therefore, records on management in Open and Distance Learning is the process by which various records in ODL programmes are maintained, kept, retrieved, analyzed and processed.

3.1.1 Needs for Records Management in ODL

The following are some of the needs for records management in ODL:

- There is the need to provide accurate and timely information for various executives within the ODL institution as and when needed.
- An office needs to develop and maintain an efficient system for creating, storing, retrieving, retaining and disposing information. Records management seeks to facilitate the process, and this is applicable to ODL institutions as well.
- An office must preserve documents and safeguard organizational assets and records as required by law through an efficient records management.

- Easy location of documents and records will be made possible through an efficient records management system.
- There is the need to make comparison between performances at different times. Records management provides the only source through which such a comparison could be made.

3.2 Types of Records

The types of records being kept vary from one organization to another. However, certain documents which exist in ODL institutions are:

Application File: This is separated according to grade level, qualification, appointable / non-appointable and other information about staff within the institution.

Attendance Record: This shows for every employee, coded absences whether or not reported, excused or unexcused, leave or absence, etc.

Staff Appraisal Record: This is usually filled by staff at the end of every year. It is also being referred to as APER (Annual Performance Evaluation Report) form. This is used to determine staff productivity, promotability or otherwise training required, etc.

Promotion File: Contain the list of promotable staff; due date for promotion and position to which staff are promotable.

Insurance Record: Contain information on insurance policies by the management on behalf of the staff; designation, next-of-kin, premium and other information needed for the insurance coverage.

Staff Discipline Record: Contains information of staff discipline, nature of indiscipline and appropriate sanction taken.

Staff Development and Training Record: Contains information about various development and training programmes planned or organized for various categories of staff.

Annual Leave, Casual Sick Leave Record: Contains information on the number of annual, casual or sick leave entitled to by every member of staff and the number of leave periods taken by each staff. The list of record is exhaustible. Records are being kept for departmental meeting, general correspondence, staff welfare, briefs, etc.

3.2.1 Classification of Records

Records are classified as secret, top secret and restricted.

- Secret records are vital and security to any organization, the disclosure of which may embarrass the organization
- Top secret records are not to be disclosed to unauthorized officials
- As such disclosure may cause an irreparable damage to the organization

- Restricted records are not to be discussed or removed by any person from the restricted file. Password may be used if a computer system or any mechanical device is being used.

3.2.2 Importance of Records Management

Records management is important for the following reasons:

- A good evidence of any transaction or event
- The law requires every organization to manage records
- Records serve as invaluable historical interest for the establishment or researchers
- For an effective information management, records must be kept
- Records serve as a proof that something was agreed to
- It is good for safeguarding information and assets of any organization.

SELF ASSESSMENT EXERCISE

1. Define record management in ODL
2. State four reasons for keeping records in ODL
3. Mention five types of records in ODL institutions.

4.0 CONCLUSION

Records are vital for the successful administration of any organization. Efforts should be made in maintaining efficient and effective records. Easy retrieval of information will be made possible through proper records management.

5.0 SUMMARY

We have discussed records management as the process of maintaining the records of any organization. We discussed the needs for records' management. Also, we classified documents into secret, top secret and restricted. Types of records were identified and we discussed the importance of records management in ODL institutions.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is records management?
2. Into how many categories could you classify records? List them.
3. Why do we manage records?
4. List any three importance of records management in ODL institutions.

7.0 REFERENCES/FURTHER READING

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MODULE 4 ADMINISTRATION OF DISTANCE EDUCATION II

Unit 1	Facility Management in Distance Education
Unit 2	Financial Management in Distance Education
Unit 3	Classroom Management in Distance Education
Unit 4	Communication and Community Relations Management in Distance Education

UNIT 1 FACILITY MANAGEMENT IN DISTANCE EDUCATION

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Meaning of Facility
3.2	Educational Facilities
3.3	Facilities in Distance Education
3.4	Utilization of Facilities in Distance Education
3.5	Managing the Facilities in Distance Education
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

This unit takes a look at the definition and concept of the terms facility and educational facilities. The unit also examines the nature and kind of facilities that are related to and available for distance education. How the facilities can be put into proper, adequate and judicious use for the purpose of achieving the goals and objectives of distance education are also discussed. Finally, the unit describes the efforts that can be put in place to ensure that the facilities are always there and maintained in proper shape for constant utilization.

2.0 OBJECTIVES

At the end of this unit, students should be able to:

- explain what the term facility entails
- identify and list the facilities available for distance education
- describe the use of facilities in distance education
- state the steps that can be taken to ensure the constant availability and proper use and maintenance of the facilities

3.0 MAIN CONTENT

3.1 Meaning of Facility

Facilities are buildings, pieces of equipment, or services that are provided for a particular purpose. In this wise, a facility is something designed and created to serve a particular function and to afford a particular convenience or service. A facility is also a permanent, semi-permanent, or temporary commercial or industrial property such as a building, plant, or structure, built, established or installed for the performance of one or more specific activity(ies) or function(s) (Business Dictionary.com). Yet, a facility is a real property entity consisting of one or more of the following: a building, a structure, a utility system, and underlying land. Generally, a facility is an amenity, a means, a resource, an equipment, a convenience or an appliance that provides a particular service or is used for a particular industry and permits the easier performance of an action or a course of study.

3.2 Educational Facilities

Educational facilities are designed and created, built and installed to serve the function of educating. They are facilities provided to students so that they, the students, can use every opportunity to develop their full potentials. Academies, kindergartens, nursery schools, and schools are examples of educational facilities. Schools are extremely expensive to build and, the more complex and varied the curriculum, the more costly is the facility. Even at that, educational facilities are becoming increasingly specialized. For example, educational facilities intended for nursery schools are fundamentally different from those that best serve senior secondary schools, and the latter are basically different from those that serve colleges and universities. Moreover, the growth of computer-based instruction, video projection, and other telecommunication requirements is causing a re-think of the traditional educational patterns and spatial relationships. However, a school is considered to have adequate facilities when there is sufficient and appropriate space to house the programmes offered by that school.

3.3 Facilities in Distance Education

Distance education has no lecture or term times just as the teacher and the learner are separated in time or place or in time and place. However, there are the learning centres that offer facilities and services to support meetings for knowledge exchange and other activities, including courses, seminars, and workshops. The facilities enable participants (students) to see and hear, engage in dialogue with and connect with people around the world in effective, timely and interactive knowledge

exchanges. These facilities are numerous amongst which are administrative spaces, studios, workshops, libraries, laboratories, classrooms and auditoria or multipurpose spaces, and their paraphernalia. Included among the facilities are also numerous facilitating equipment particularly those of communication technologies such as radio, television, audiocassettes, video cameras, projection screens, wireless sound system, computers and internet facilities. Yet, there are the learning support services such as health, guidance and counselling, financial aid, food, social and sports services.

3.4 Utilization of Facilities in Distance Education

It is one thing for facilities to be available in the right quantity and quality, it is another thing for the facilities to be put to judicious, proper and adequate use. Therefore, not only must the facilities be accessible to the students for use, the students must also have the required skills in the use of the facilities and frequently put the facilities to use in such a way that the facilities would not be damaged. Some of the needed skills for which the students could be trained include information searching skills, skills in the use of computer, electronic resources and internet facilities particularly that distance education would demand much and effective use of information and communication technology (ICT). Moreover, distance learning education programme is expected to be carried out in an ICT environment through electronic communication by the use of computer and internet resources. Indeed, computing technology has a tremendous impact on learning and teaching processes and, therefore, on the academic/career related activities of the students. In addition, students must be aware of the learning support services available and seize the opportunities to use them. The services are meant for them, to assist their learning such that there are no hindrances by way of health, guidance and counselling, feeding and finance. These services should also be made accessible to the students and be sufficient to cater for those who would need them.

3.5 Managing the Facilities in Distance Education

Success in distance education requires a management that can release an institution's creativity and entrepreneurship, creating a working environment, including the facilities, in which individuals and groups can develop and acquire knowledge and skills. Success in distance education therefore requires making decisions and solving problems on needed and available facilities as part of the resources for this type of education. This, in its simplest term means managing the facilities in distance education to achieve the latter's goals and objectives.

The management of facilities in distance education starts with the planning for these facilities, then the provision, accessibility and maintenance of the facilities. Planning is an integral part of management and involves making decisions in anticipation of the future. The planning could be of a short term, a long term or a strategic one.

In distance education, the use of all human and technological resources is planned. Production activities must also be scheduled, particularly in the production of video, audio and print materials. All these materials must be ready at the same time, although the flow of work to produce them vary from programme to programme.

Thus, all indices must be taken into consideration in deciding which facilities would be needed, in quantity and quality, for the programmes that would be run and, therefore, for the curriculum to be attained and actualized. Factors such as student enrolment, finance, space, staff, energy supply, and safety and security, are important when planning facilities for distance education.

Next in the line of activities for the management of facilities is making the facilities available and accessible. This not only requires making needed fund available in its adequacy but also requires that technological and pedagogical experts be involved in acquiring, building and installing the facilities including the services. Moreover, there is the need for rules and regulations to guide and guard the use of the facilities to prevent misuse and abuse, and to protect them from unnecessary damage. Such rules and regulations should not be meant to scare the students away or prevent them from having access to the facilities and services but to help them in adequate and judicious use of these supports. In addition, institutions need to create an administrative and organizational structure that would oversee the utilization of the facilities.

The management of facilities in distance education also entails performance measurement and evaluation, accountability and hence, maintenance. Facilities assessment should be a regular part of facility management in distance education such as to ensure continuity in the availability and use of the facilities. This would enable necessary repairs and replacements where and when need be. Accountability is yet another management tool that would engender facility maintenance. It is important that all those in charge of the provision and utilization of facilities are held responsible and accountable for the availability of the facilities in quantity and quality at all times and in their functional forms. The facilities must not be stolen, must not be obsolete and must not be lying fallow. In this respect, the keeping of records in respect of all facilities is very important including records of utilization.

Successful management therefore requires skills in the management of facilities as part of the resources for distance education. It requires facility investment and sustainability for customer and client services. Facility management then provides an organization with many support services at an appropriate cost and facility managers must be able to exercise skills in effective facility provision and monitoring. Facility managers must also be able to demonstrate an understanding of the strategy and control of facilities' provision and constant availability. In conclusion, facility management is the coordination of space, infrastructure, people and organizations often associated with services functions such as in distance education. It is the integration of processes within an organization to maintain and develop agreed services which support and improve the effectiveness of the organization's activities.

4.0 CONCLUSION

The provision, availability and utilization of facilities in quantity and in quality as well as in their adequacy are adjunct to all forms of education, not leaving out distance education which apparently requires additional facilities by its nature. However, beyond these is the proper management of the facilities which calls for planning, organizing, coordinating and controlling their inflow and outflow. The better the management of the facilities the more they would be readily available and put to judicious use for the achievement of distance education objectives.

5.0 SUMMARY

This unit has taken a look at the definition and concept of the terms facility and educational facilities with a view to examining the various facilities in distance education and discussing how they can be put into effective and efficient use. The unit also discussed the various steps and actions that can be taken to ensure proper and adequate management of the facilities.

6.0 TUTOR-MARKED ASSIGNMENT

1. List the facilities that can be available for distance education.
2. Identify and state the activities that are involved in the management of facilities in distance education.

7.0 REFERENCES/FURTHER READINGS

UNIT 2 FINANCIAL MANAGEMENT IN DISTANCE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Meaning and Concept of Finance
 - 3.2 Educational Finance
 - 3.3 Managing Finance in Distance Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

This unit takes a look at the definition and concept of the term finance. The unit also examines finance as related to distance education. Then the unit discusses the activities and processes that, put together, constitute the management of finance with specific reference to distance education.

2.0 OBJECTIVES

At the end of this unit, students should be able to:

- define the terms finance and financial management
- state the elements of finance
- identify the elements of finance in education
- describe how best to manage finance in distance education

3.0 MAIN CONTENT

3.1 Meaning and Concept of Finance

While the word finance belongs to a French origin and was adapted by the English in the 18th Century, the activities involved (in finance) are as old as human life on earth. Finance, then means the ‘management of money’ but is now regarded as a branch of economics concerned with resource allocation as well as resource management, acquisition and investment. Finance is also an art of managing various available resources like money, assets, investments and securities. Finance is, therefore, the soul of economic activities. In the general sense, finance is the management of money and other valuables, which can be easily converted into cash. However, finance is a broad term that describes two related activities: the study of how money is managed and the actual

process of acquiring needed funds. That is, finance is the procurement of funds and effective utilization of funds.

The field of finance is also separated into three broad categories – personal finance, corporate finance and public finance. With respect to public finance which is of particular concern in this course, in addition to managing money for its day-to-day operations, a public body also has larger social responsibilities. All three categories are however concerned with activities such as pursuing sound investments, obtaining low-cost credit, allocating funds for liabilities, and banking. Finance, therefore, studies and addresses the ways in which individuals, businesses and organizations raise, allocate and use monetary resources over time taking into account the risks entailed in their projects. The concerns of finance therefore, are:

1. utilization and commitment of monetary resources efficiently at different times with an expectation of economic returns in the future;
2. attaining the best optimal mix of funds in order to obtain the desired and determined results respectively;
3. maintaining internal controls in an organization or work place through set rules and regulations;
4. the management of owned funds, raised funds and borrowed funds.

3.2 Education Finance

Education finance is not simply a matter of Naira and Kobo but of the funding available, the way those funds are allocated, and the resources they provide to service education. According to Oguntoye (1987), education finance is the process of procuring and disbursing financial resources for the provision of education of a given standard stipulated by a society. Olagboye (2004) also defines education finance as a means by which money is provided for the development and maintenance of the entire education system. Accordingly, all activities that are geared towards the process of sourcing, allocating and managing school revenues in the provision of educational services for the attainment of educational objectives constitute education finance. The goal of education finance, therefore, is to ensure adequate provision and effective utilization of available resources while at the same time exploring alternative strategies to ensure continuous inflow of resources for sustainable education. The relationship between cost and expenditure in the provision of educational services is then the concern of education finance.

However, education finance can further be classified into institutional and student finance. Institutional finance relates to the cost of servicing

the various inputs into the educational system such as the human and material resources. Student finance separately refers to any form of money and material resources given to the student in the course of his/her studies, to help pay for educational expenses.

Yet, educational finance, particularly institutional finance depends on the nature and ownership of educational institutions. Privately owned institutions receive funding from tuition fees, sponsors' contributions, contracts, commercial activities, private donations and grants. Public institutions are usually funded by governments through direct allocation of funds. Therefore, public institutions are either absolutely free or they charge low tuition fees regulated by State or Federal Governments. Often, such institutions are owned and administered by the State, but in some cases, they maintain their institutional autonomy to decide on governance, tuition and student enrolment. Nonetheless, government financing of educational institutions is common in developing countries, therefore, it is subject to the economic situation of the country and its fiscal resources.

Student finance may also depend on the nature and ownership of educational institutions but, by and large, sources of fund for student finance include students themselves and their parents, scholarships, loans, grants, bursaries, graduate fellowships, foreign aids, donations and exchange programmes.

Education finance is, therefore, not quite that simple and every proprietor (public or private) of educational institutions has its own formula and system for financing education. One way to better understand school finance, however, is to think of it in terms of the adequacy and equity of resources for all students to be able to meet their academic expectations.

3.3 Managing Finance in Distance Education

3.3.1 Definition of Financial Management

Financial management, according to Maheshwari and as cited by Akrani (2011), is concerned with raising financial resources and their effective utilization towards achieving the organizational goals. According to Bradley and as cited by Sandy (2007), Financial management is the area of business management, devoted to a judicious use of capital and a careful selection of sources of capital, in order to enable a spending unit to move in the direction of reaching its goals. Financial management then implies planning, organizing, directing and controlling financial activities such as procurement and utilization of funds of an organization, that is, applying the general management principles to

financial resources of an organization. In educational institutions, including those of distance education, financial management refers to that management activity that is concerned with decisions on how to procure funds from an institution's financial sources and how to disburse and give account of the funds so as to implement educational programmes.

3.3.2 The Purpose and Elements of Financial Management

The central purpose of financial management in (distance) education is the raising of funds and ensuring that the raised funds are utilized in the most effective and efficient way, albeit, optimally. It is therefore the concern of an educational institution to ensure the regular and adequate supply of funds, and to ensure the safety of the funds, protecting them and preventing them from misspent and embezzlement. It is also the concern of the institution to ensure optimum funds utilization, in the maximum possible way at least cost (efficiently), with respect to both capital and recurrent expenditure. Yet, financial management also serves to provide needed adequate and accurate information in order to make right and appropriate decisions with respect to achieving educational objectives.

In respect of these purposes, the educational institution and its principal officers would have to exercise control over the institution's finances and make decisions with regards to choice of sources of funds, both short and long term, allocation of funds and cash management. The institution would also have to keep records of all financial matters for the benefit of accountability, and for the benefit of the government, proprietor and governing council of the institution. In this wise, the principal officers and other institutional administrators would have to be conversant with finance terminologies, concepts and principles such as budgeting, cost-benefit analysis, financial accounting, taxation, auditing, imprest account, virement, payment vouchers, bank statements and, capital and recurrent expenditure. There are, therefore, three key elements to the process of financial management, namely:

1. Financial Planning to ensure that enough funding is available at the right time to meet the needs of the institution;
2. Financial Control, a critically important activity, to ensure that the institution is meeting its objectives; and
3. Financial Decision-making on the raising of finance from various sources and on making optimal use of the resources to achieve set objectives.

3.3.3 The scope of Financial Management

According to Saxena and as quoted by Akrani (2011), the scope of financial management includes the five 'A's out of which only four are applicable to the education sector as follows:

1. Anticipation: Financial management estimates the financial needs of the institution, that is, finds out how much finance is required by the institution;
2. Acquisition: It collects finance for the institution from different sources;
3. Allocation: It uses the collected finance to purchase, procure and obtain fixed and current assets and resources for the institution;
4. Assessment: It also controls all the financial activities of the institution through supervision and accountability.

4.0 CONCLUSION

Financial management is the most important functional area of management as all other functional areas such as human resources management depend on financial management. Effective and efficient financial management is required for survival, growth and success of all forms of education, distance education inclusive, for which a financial management system might be necessary. Such a system would include a methodology and software to oversee and govern the institution's income, expenses, and assets with the objective of producing quality education graduates in the required quantity and at optimum cost.

5.0 SUMMARY

The unit examined and discussed the concepts of finance and educational finance particularly as these two concepts apply to distance education. While finance simply means the management of money, education finance means the management of money for educational purposes one of which is distance education. With respect to the latter, therefore, raising money is one thing, utilizing and accounting for the money purposefully are other things which the educational administrator must additionally undertake in order to attain optimum financial management.

6.0 TUTOR-MARKED ASSIGNMENT

1. List the sources of fund for student finance.
2. What are the three key elements to financial management?

7.0 REFERENCES/FURTHER READINGS

Akrani, G. (2011). What is financial management? Meaning, definition, scope.

UNIT 3 CLASSROOM MANAGEMENT IN DISTANCE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What is a classroom?
 - 3.2 Distance Education Classroom
 - 3.3 Managing the Classroom in Distance Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

The unit focuses on understanding what a classroom is, generally, and specifically with respect to distance education. In this wise, not only does the unit examine the physical components of a classroom but also the various activities that take place in the classroom especially in distance education. Then, the unit goes through the management principles and practices in the distance education classroom.

2.0 OBJECTIVES

At the end of this Unit, students should be able to:

- define a classroom;
- describe a typical classroom in distance education;
- describe the activities that go on in a distance education classroom;
- identify and explain the steps and processes involved in the management of a distance education classroom.

3.0 MAIN CONTENT

3.1 What is a classroom?

A class is a group or a class represents a room in a school plant. As a room in a school plant, it is often referred to as a classroom. A classroom is, therefore, a room in which teaching and learning activities take place since the school is primarily associated with those activities. Classrooms, then, are found in educational institutions of all kinds.

Moreover, the classroom presents the concept of a physical and safe space equipped with necessary relevant facilities, to teach and learn, uninterrupted by other distractions. Thus, most classrooms have a large

writing surface where the teacher and students can share notes with other members of the group. Traditionally, the surface was in the form of a blackboard which is now becoming less common in schools and is replaced with whiteboards, interactive whiteboards and flip charts. Other facilities in the classroom include tables or desks, chairs or benches, maps, charts, books, television and radio sets, and projectors amongst others. Classrooms can be small or big depending on the number of students. A big classroom is also called a Lecture Hall and can accommodate hundreds of students.

Taking the class as a group housed in a room, for the purpose of teaching and learning, then, a classroom could be regarded as a network of interrelationships in which group members participate more intensely than they do in the interaction occurring at the same time beyond their classroom doors. A classroom is also a subsystem of the school, a functional unit within the wider school system. Simultaneously, the classroom is a supra-system to smaller learning groups operating within it. Yet, the classroom is a social system within which relations can be observed and tested and reliable knowledge about teaching-learning behaviours might possibly be constructed.

Classrooms are of different types depending on the nature and use. There are the general purpose classrooms, lecture halls, seminar rooms and specialized rooms for lessons that require specific resources or a vocational approach, both indoors and outdoors. A few examples of the specialized classrooms include computer laboratories which are used for Information Technology lessons in schools, gymnasium for sports, science laboratories for Physics, Chemistry and Biology, Typing Pool for Secretarial Studies, and virtual classrooms for distance education.

Whatever form the classroom takes, it should be a stimulating workplace and the whole school environment should be a positive influence in refining students' sensibilities more so that the layout, design and decor of the classroom has a significant impact upon the quality of education. A conducive typical classroom is one that has complete learning materials such as visual aids, sayings, pictures, illustrations, pile of magazines and books, rules, and ethos that help the students develop their academic performances and would motivate them to learn and participate with the teachers. Indeed, the classroom environment can be one of the most potent teaching aids in the class.

3.2 Distance Education Classroom

While the classroom is clearly the dominant setting for learning, new learning technologies and mobile devices make it possible for learning to take place at any time at any place, and (perhaps most importantly) at

any pace that the learner desires. This ubiquitous kind of learning which has qualified the world as a classroom epitomizes distance education or teaching outside the traditional classroom setting or teaching students from a distance. Distance education or distance learning is a field of education that focuses on teaching methods and techniques with the aim of delivering teaching on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has been described as “a process to create and provide access to learning when the source of information and the learners are separated by time or distance, or both”.

The modern version of distance education specifically refers to taking classes by accessing the internet with personal computers. There are software programmes that are designed to transmit education over the internet to students automatically. Teachers in classrooms may require students to access a class website for assignments and education materials. There may be classes where students never meet in the same location and all instruction is received only through the internet. Some distance courses are interactive, some are not. When teaching occurs in real time, that is when students in a distance education class receive information at the same time it is being transmitted, the process is referred to as ‘synchronous’. When students log on to their class websites for instruction at various times that are convenient to each student, the process is known as ‘asynchronous’.

Some distance education courses require a physical on-site presence for some reasons including taking examinations. These are referred to as *hybrid* or blended courses of study. There is therefore a variety of classrooms for distance education depending on the mode of actualizing the teaching-learning process, synchronous, asynchronous or hybrid. Meanwhile, the sophistication and flexibility of software structures for supporting distance education vary widely, from simple electronic mail systems to conferencing systems that have been specially enhanced to support classroom-like experiences particularly group discussions and joint projects.

First, of the type of classrooms, is the e-learning classroom that provides on-campus courses to off-campus students. Utilizing Real Media Technology, classes can be streamed over the internet to distance students who wish to watch class alive, or they can view archived classes stored on a server at their convenience. The e-learning classroom provides a variety of equipment such as touch-screen, projectors, desktop computer, laptop, document camera, VCR/DVD combo player, wireless and tabletop microphones.

Second is the Interactive TV (Synchronous) classroom with ceiling mounted projectors and one other one facing toward the back of the room. There are also two cameras, one in front and one in the back of the room. The classroom also has “push-to-talk” microphones for students to speak with the instructor and the class in the other distance classroom.

Next is the virtual classroom, a teaching and learning environment located within a computer-mediated communication system. Rather than being built of steel and concrete, it consists of a set of group communication and network ‘spaces’ and ‘facilities’ that are constructed in software. Thus, it is a ‘virtual’ facility for interaction among the members of a class, rather than a physical space. All (the facilities) are accessed, not by travelling to a University, but by typing and reading from a personal computer that connects by telephone to a computer acting as the ‘group agent’ for the virtual classroom software. Participation is generally asynchronous; that is, virtual classroom participants may dial in at any time around the clock, and from any location in the world accessible by a reliable telephone system (Roxanne and Turoff, 1993).

The virtual classroom is an environment that facilitates collaborative learning – among students, between students and instructors, among teachers, and between a class and wider academic and non-academic communities. It also supports independent learning and generative, active learning techniques that are self-paced by each participant (Roxanne and Turoff, 1993). All the different kinds of learning tools and spaces and ritualized forms of interaction that take place within a traditional classroom exist within a virtual classroom, too, except that all of the activities and interactions are mediated by computer software, rather than by face-to-face interaction. Virtual classrooms are, therefore, specially equipped to provide a wide range of computer, media, projections and communications, and control capabilities, including connection to the campus network for both video and data reception and transmission.

In addition to delivery online and by distance learning, many students also study in the traditional classroom setting on campus or at study centres. They are required to travel to the lecturers twice or three times a week. The advantages of the classroom based delivery is that students get to meet with fellow classmates and the lecturer on a regular basis which can be useful in terms of getting feedback, doing group work and also adding to the ‘student experience’. Class times are student focused allowing time for travel, work and family commitments. Class based courses are very interactive and allows for discussion and group work which enhances the learning experience. The traditional general

purpose classrooms are characterized by surfaces and finishes, fixtures and furniture, mechanical, lighting and electrical systems and media systems.

3.3 Managing the Classroom in Distance Education

Physical Plant Management

As a room, in a school plant, equipped with teaching-learning materials and facilities, the management of the classroom starts with the management of its physical features. Classroom management must ensure that the four walls of the room, including the ceiling, windows and doors, and the materials and facilities therein, are always in good order, functional and properly arranged and maintained. In this light, rules and regulations must be set to guide the students in the proper use of the classroom and its contents. In addition, a detailed register of all materials and facilities should be kept and carefully maintained with respect to inflow and outflow particularly in a distance education classroom. In essence, there should be proper and adequate planning, organizing, control and coordination of the physical facilities and equipment that make up the distance education classroom. It should be realized in classroom management that the physical environment is the framework of learning that can contribute to either promoting or impeding learning (Cohen and Manion, 1992). The physical appearance of the classroom also reflects something of the philosophy of education that prevails in the classroom.

Human Resources Management

As a group housed in a room, the management of the classroom means the quantitative and qualitative management of human resources, of personnel in the process of teaching and learning. In a distance (higher) education classroom, the personnel are the students and the instructor/lectures, the latter being the manager and leader of the group. As such, the lecturer keeps records of the students in terms of attendance and progress, academic and behaviour wise. The welfare of the students is also the concern of the lecturer who should ensure a healthy classroom environment with adequate ventilation. Classroom student personnel management also involves establishing clear rules, both formally laid down rules and supplementary informal rules that specify acceptable forms of classroom conduct. These rules help the instructor to defined the classroom situation and seize dominance and they, the rules, should be established early, at the onset, during the first few contacts, in order to ensure good classroom control and to prevent the students from defining the situation in their own way. However, the rules must be “based on moral, personal, legal, safety and educational

considerations...must be relevant, meaningful and positively stated” (Cohen and Manion, 1992) such that the students come to terms with them. The lecturer should also be able to offer guidance and counselling services to the students at his own level, should establish and maintain discipline, giving appropriate sanctions and punishment where and when necessary. The lecturer who focuses on being an effective classroom manager takes a proactive and positive approach to discipline.

Human Relations Management

Yet, the group in the classroom interacts and undergoes some activities that more than anything else require management. There is therefore the need to undertake human relations management as members of the group interact. Indeed, human and interpersonal relations cannot be divorced from classroom management as the kind of good human relations between and amongst the students, and between the teacher and the students, is very much likely to facilitate the teaching/learning process. In the words of Olaitan and Agusiobo (1981), “successful teaching is, more than anything else, an exercise in personal relationships. If barriers of hostility and lack of understanding exist between a teacher and his pupils, these will seriously hamper their ability to learn from him”. And, Cohen and Manion (1992) put it that “good relationships between a teacher and his pupils are vitally important in the give and take of classroom life: where they exist, there is less likelihood of difficulties arising”. Such relationships minimize disruptive and disturbing behaviours in the classroom and facilitate the teaching/learning process and hence, classroom management. However, such advocated cordial teacher-student relationship does not preclude being frank and sincere with the students when it comes to a matter of discipline and other matters of interest.

Instructional Management

There is also the need to undertake instructional management as the teaching-learning activity, the main reason for the being of the classroom, takes place in earnest therein. The management of instruction in the classroom starts with the mastery of the subject/course being taught. Instructions must therefore be given clearly and simply so that students are in no doubt about the teacher’s competence and that he can earn their respect and cooperation in managing the classroom. Next, the teacher must take proper care and make the best use of instructional materials in a well organized manner for the students to be part of the lesson/lecture.

Instructional management also entails supervision and evaluation, the lecturer looking into the works and activities of the students and grading

their assignments. Yet, the teacher's questioning strategies constitute an integral part of classroom instructional management. Questions should be asked in simple, conversational language and in a friendly and challenging manner. Also embedded in instructional management is the management and allocation of time. The lecturer should be punctual and should keep to the time period allocated to a lecture, not coming earlier than the expected time, not leaving before the lecture is supposed to be over and not keeping the students after the lecture must have been over. Effective organization of time is crucial to purposeful and enjoyable teaching and learning activities.

4.0 CONCLUSION

There are several elements of teaching that are essential to the eventual success of distance education. However, classroom management is the most crucial component of all. Meanwhile, classroom management is a skill that is not only learned but also practised daily. A classroom manager is that lecturer who focuses on planning and carrying out a detailed plan of how his/her classroom will operate including expectations on behaviour, responsibility, work environment, classroom jobs and appropriate consequences. And, effective classroom managers do work to maximize their classroom space for ease of movement for teachers and students, and for ease of lesson delivery, even for distance learning.

5.0 SUMMARY

The unit attempted a definition of the classroom and its conceptual meaning. However, the classroom has undergone a revolution and, today, there are several types of it depending on its nature and function. This is largely due to advanced technology particularly information and communication technology which is germane to distance education. Therefore, to manage a classroom means to understand and appreciate its nature and function including the group dynamics of class members so that lessons can be delivered for knowledge gain.

6.0 TUTOR-MARKED ASSIGNMENT

1. Identify and differentiate between the different types of classrooms that exist.
2. What steps and actions would you to manage:
 - (i) Instruction
 - (ii) Human relations in the classroom.

7.0 REFERENCES/FURTHER READINGS

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UNIT 4 COMMUNICATION AND SCHOOL-COMMUNITY RELATIONS MANAGEMENT IN DISTANCE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Meaning and Concept of Communication
 - 3.2 Communication in Distance Education
 - 3.3 Managing Communication in Distance Education
 - 3.4 What is a Community
 - 3.5 School-Community Relations in Distance Education
 - 3.6 Managing School-Community Relations in Distance Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

This unit takes a look at the definition, meaning, functions, elements and significance of communication in the everyday interaction of men both in his domestic affairs and in his working life. Communication as a phenomenon is also examined within the context of distance education with a view to discussing how it can best be managed in achieving the goals and objectives of that kind of education. Then, the unit attempts an answer to the question, ‘what is a community?’. This takes the unit to the context of the community in distance education and then to discussing the management of the community in distance education.

2.0 OBJECTIVES

At the end of this unit, students should be able to:

- Define and explain the term communication;
- State and explain the various elements of communication;
- State and explain the steps in managing communication in distance education;
- Define and explain the term community;
- State and explain the characteristics of a community;
- State and explain the ways and manners in which distance education and its community relate with and complement each other.

3.0 MAIN CONTENT

3.1 Meaning and Concept of Communication

Organizations, like cultures, have been considered communication phenomena, that is, entities developed and maintained only through continuous communication activity – exchanges and interpretations – among its participants. Without communication and communicating, there would be no organizing or organization. Not only does communication enable the members to understand the purposes and tasks of their organization, it also promotes their acquaintance and acceptance of one another. Communication, then, is a means by which the organization is created and also a means by which its purposes are clarified and the individual and group efforts coordinated. It is the essence of organized activity and the basic process out of which social interaction develops. It is a basic anthropological constituent which is necessary even if not sufficient for all activities that are carried out by man in his existence. According to Abari (1994), “communication is one of those significant procedures for mobilizing and coordinating the diverse activities of man in the pursuit and achievement of set-out objectives”. As St. John has observed, “... No one can manage a modern organization who is not knowledgeable in communication principles and techniques and skilled in their use”.

The production, transmission, reception, perception and understanding of information constitute the process of communication, and these form a chain of events in which the significant link is a message. Communication, then, is the process by which directions, information, ideas, explanations and questions are transmitted from one body to another. It is a process of interaction between and amongst individuals. As a process, it is made up of a number of important elements three of which are basic and fundamental, namely:

- (a) The source, communicator or sender who initiates the communication;
- (b) The message or information which expresses the facts or ideas that are intended to bring about the desired responses on the part of person(s) to whom the message is directed; and
- (c) The receiver, communicate or listener to whom the message is directed.

The source encodes the message which is transmitted to the receiver who decodes the message. Communication, therefore, is also a “system that involves interrelated, independent group of elements working together as a whole to achieve a desired outcome or goals (Baker, 1978).

Other important elements in the communication process include:

- (i) Feedback, the response to a message in a return process whereby an initial receiver becomes the sender and an initial sender becomes the receiver;
- (ii) Channels of communication which are the avenues or routes through which messages are transmitted and reinforced;
- (iii) Media of communication which are the means by which information are transmitted;
- (iv) Messages which are symbols that stand for other things, events that signify other events in various forms, patterns or structures, and they are packed with meanings;
- (v) Language which is the *structured* system of symbols through which messages can be passed on to other individuals or bodies;
- (vi) Interference, barrier to communication, noise or disturbance which refers to any factor that negatively affects communication and can occur at any point along the communication network and at any level of communication.

3.2 Communication in Distance Education

In schools, educational objectives are realized in and through communication and communicating activities or practices which may be formal and/or informal. The communication could be intrapersonal, interpersonal, group, public or mass communication. Communication, then, plays an important role in the teaching and learning experiences particularly in distance education which relies on mediated information and instruction and encompasses all technologies.

Among the many channels of formal communication in schools and in distance education is the classroom setting where a “constant action and interaction is going on between students and teachers, teachers and students, and among students themselves (Callahan, 1977). In distance education, in particular, communication of information occurs through various types of interaction that can affect the design and the selection of delivery methods and technology. These interactions, as outlined by Sanderson (1997) are those between the:

- Learner and the content, this is often called one-way communication and may be by different or mixed (multi-) media e. g. print, sound, graphics, video;
- Learner and the provider, who may be e. g. an instructor, a local tutor, a visiting specialist, a panel of experts, on-site demonstrator, learner support staff, administrative staff;
- Learner and another learner, which avoids isolation and gives the opportunity to discuss and develop ideas, knowledge and skills, as does the interaction between the learner and the course group,

which enables work in group projects and the development of group skills;

- Learner group(s) and the provider, which allows for group instruction, communication and work with a provider or, say, a group of experts.

This interaction can occur:

- Synchronously, that is, simultaneously e. g. by telephone;
- Asynchronously, that is, with a time delay between contacts e. g. by fax or e-mail;
- In the same location, that is, face to face;
- At a distance with learners in diverse locations;

and is applicable to:

- The learning programme;
- The end user support system.

Methods of interaction and examples of communication technologies include:

- One way, non-computer based communication
Print, audio-tapes, video-tapes, video on demand, tele text
- One way, non-computer based synchronous communication
Wireless, television
- One way computer based communication
Computer Based Training (CBT), Computer Aided Instruction (CAI), Computer Assisted Learning (CAL) and others which use, for example, Interactive Video Discs (IVDs), CD-Roms, down-loaded software, World Wide Websites (www)
To provide information by, for example,
Text or multimedia with which the learner may or may not be able to interact, hypermedia, simulations, Virtual Reality (VR)
- Two way non-computer based, asynchronous communication
Correspondence by post, fax, answer phone/voice mail
- Two way computer based, asynchronous communication
e-mail, Bulletin Boards (BBs), news groups, Computer Mediated Conferencing (CMC), networked flow operation
- Two way non-computer based synchronous communication
Face-to-face, telephone, audio conferencing, audio-graphic conferencing, video conferencing
- Two way computer based synchronous communication
Desktop video conferencing, which uses, for example
Video for images and text, audio for speech and sounds,

writing and drawing (white) board for real time graphic exchanges, MUD/MOOs for real time text exchange and more as it develops Internet Relay Chat (IRC) for simultaneous display of text (Sanderson,1997).

3.3 Managing Communication in Distance Education

In educational institutions today, the quantity and quality of information are continually expanding and call for proper and adequate management. This is because educational institutions pursue a number of goals simultaneously. Moreover, educational institutions, including those of distance education, are expected to satisfy demands from the general community and they also have a high volume of communication. There is, therefore, the need to develop a good communication system in which information is made available when needed and in a form that is suitable for effective decision making, conflict resolution, policy formulation, opinion forming and effective leadership. There is also the need to map pathways by which information is communicated among the different segments of the institution. There is the need to develop an adequate formal communication system made up of those channels and media of communication which are consciously and deliberately established and kept open such that there is free flow of information and ideas in all necessary directions – upward, downward, horizontal, diagonal, circular, and so on. The system must make it feasible for all members of the educational organization to act as senders as well as recipients of communication.

There is also the need to encourage an informal network of communication which is based on personal and social relationships of members of the institution rather than upon authority and positions, though these cannot be completely ignored. In addition, the management of both formal and informal communication systems should be such that consciously makes room for moderate communication feedback, and consciously makes efforts to reduce communication barriers to a manageable minimum. However, barriers to communication should be understood as a factor that can reshape, interpret, intensify and clarify a message, just like feedback.

With particular reference to distance education, there is the need for innovations of communication and information technology in order to provide potential benefits on the practices of online learning and teaching. There is also the need to develop a communication culture bordering on the amount of communication and the manner in which communication is exercised by the involvements of participants. More importantly, there is the need to develop a constructive communication climate which refers to the atmosphere in an organization regarding

accepted communication behaviour by focusing on information flow. It is therefore incumbent upon the management of distance education to take the necessary steps to innovate and develop a communicating culture and climate that will facilitate communication and support interaction between and among the various participants of the system to foster a collaborative approach to learning.

Information management in educational institutions also entails managing communication with the transactional environment which should be consciously and cautiously handled in order to enhance a viable school-community relationship. The relationship that exists between the institution and the community is of paramount importance as this contributes to the institution's working environment, to the institution's atmosphere. The strength of this relationship, however, largely lies in the communication that goes on between the two bodies as their interaction, like any other human contact, is based on the communication process.

3.4 What is a Community?

The word 'community' is derived from the old French '*communité*' which is derived from the Latin '*communitas*' (*cum*, "with/together + *munus*, "gift"), a broad term for fellowship or organized society. Then, the word community basically derives from the words 'together' and 'gift'. By implication, then, to be in a community implies to be together and be beneficial to one another. That is, a community is a group or society, helping each other.

According to Wikipedia (2012), the term community has two distinct commutative meanings: 1. Community usually refers to a settlement larger than a small village that shares common values and 2. In biology, a community is a group of interacting living organisms sharing a populated environment.

However, Smith (2002) explores the term community in three different ways using three different criteria viz:

Place – Territorial or place community can be seen as where people have something in common, and this shared element is understood geographically. Another way of naming this is as locality.

Interest – In interest or 'elective' communities, people share a common characteristic other than place. They are linked together by factors such as religious belief, sexual orientation, occupation or ethnic origin.

Communion – In its weakest form, we can approach this as a sense of attachment to a place, group or idea (in other words, whether there is a spirit of community).

There is of course, a strong possibility that these different ways of approaching a community will also overlap in particular instances.

A community, therefore, is a construct, a model. It is a sociological construct in which the boundary is not so precise. It has fuzzy boundaries (Bartle). Indeed, next to the family, the community is the most important framework in which an individual learns to grow and develop socially. Yet, since the advent of the internet, the concept of community has less geographical limitations, as people can now gather virtually in an online community and share common interests regardless of physical location.

A community, therefore, is not just a group of people of any size bounded by a terrestrial, aquatic or aerial geographical link such as a village, settlement, district, nation or social network but also includes those brought together (through any means) by lifestyle, religion, hobby, interest, culture, history, intent, belief, resources, preferences, needs, risks and a number of other conditions that may be present and common, affecting the identity of the participants and their degree of cohesiveness.

3.4 School-Community Relations in Distance Education

Much of what constitute school-community relations involves the interaction between two separate bodies, the school as an entity, and the community in which the school exists. There is, therefore, the need to understand the conditions and character of the school, albeit, of distance education and the community that encompasses distance education. There is the need to understand that schools and distance education institutions are social organizations embedded in communities of difference. Rather than seeing distance education as somehow autonomous from the community, it should be seen as being an integral to the community. Not only is distance education embedded in the community, it is also a significant resource of ongoing community development. The co-existence of distance education and the (external) community signifies the mutuality of human life and the centrality of community in human affairs.

Thus, there is the metaphor of the community-developing distance education which carries the need by distance education to be able to develop educational experiences that are sensitive to context at the local, national or global level (McInerney, 2002). There is also the community developing metaphor that sees the community as a significant educational resource that can complement and enhance distance learning for students. Community-oriented educational institutions are able to draw on the intellectual, cultural, economic and social resources of

government and non-government agencies and community organizations in addressing such issues as poverty, finance, racism, homelessness, health initiatives, power supply, human rights, the environment and, of course, communication which is central to distance education.

In addition, educational institutions also draw on the expertise of community workers and seek to involve students in community based social action programmes. Indeed, the involvement of the community in the task of distance education can be looked at from the perspectives of instruction, manpower, facilities and human relations. The community can be involved in the provision of instructional materials, of manpower and of facilities for distance education. The human relations aspect of community involvement in distance education rests squarely on the interactions members of the community have with distance education participants including students and staff. This is facilitated through communication particularly electronic communication. Moreover, school-community relations require that school leaders communicate regularly and purposefully with all stakeholders. This communication must be two-way.

By and large, school-community relations in distance education enhances student learning, advances democratic practices, ensures curriculum relevance and build communities. School-community relations enable the right climate and create a work environment for distance education to achieve its objectives and goals.

3.6 Managing School-Community Relations in Distance Education

School-Community relations in distance education can prove pivotal in creating a harmonious environment for achieving the goals and objectives of this type of education. The management of school-community relations by institutional authorities is, therefore, a serious business that calls for greater attention and the best of management techniques. First, it behoves the management to identify potential community individuals and bodies for collaborative efforts in open and distance learning. Next is for the management to identify the areas of collaborative interests. A school may partner with other individuals and bodies at many points in its value chain:

- Producing distance learning materials;
- Providing information technology infrastructure and support;
- Managing faculty support and interaction
- Administering the programme
- Marketing the programme

Put in another way, school-community relations may be for economic efficiency, technological sufficiency, equity and access, quality

assurance, moral, philosophical and political astuteness. However, in all cases of partnering, schools should ensure that the rights and obligations of all parties are agreed to and made explicit at the outset; including any performance standards, and that mechanisms exist for monitoring performance and continuous improvement. Moreover, in the matter of school-community relations, the role and significance of communication cannot be over-emphasized.

4.0 CONCLUSION

Communication and School-community Relations are twin-practices in the administration of educational institutions not leaving out that of distance education. Indeed, communication is the pivotal base upon which distance education rests and it plays a complementary role in school-community relations. Therefore, there is the need not only to understand what the two concepts stand for but also to appreciate that they have to be properly and adequately managed to actualize the goals and objectives of distance education.

5.0 SUMMARY

The unit took a look at what communication stands for by way of definition and by way of concept and elements. The theoretical form in which some of the key elements in communication play out their way in distance education was also discussed with a view to pinpointing the management practices involved. School-Community relations was similarly examined first from the point of view of what a community implies and then to what school-community relations practice entails in distance education. How to manage school-community relations in distance education was then discussed.

6.0 TUTOR-MARKED ASSIGNMENT

1. Identify and briefly explain the various elements in the communication process.
2. Identify and briefly explain the three different ways in which Smith (2002) explores the term 'community'.

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Module 5 Planning a Distance Education

Planning is a word that is often used by people on a daily basis. You may have heard people say “I need to plan for my future”, “you need to plan, if you must succeed”, “the man never planned for his future when he had the money”. Planning in this perspective indicate preparation towards success. This could mean that the success or achievement attained by an individual or organisation anchors on adequate planning. Although, failure could arise when adequate planning is not followed by adequate implementation.



If I may ask, have you ever been involved in any form of planning? If you take your mind back, you will see that you plan on a daily basis. For example, as you wake up in the morning, you map out what you intend to achieve for the day and how to go about it. This is planning. Before you embarked on this programme, you mapped out strategies on how you can successfully pay for your course materials and other bills that may come up. In doing this, you were planning.

Planning cannot be discarded in every aspect of life. Planning is systematic. Therefore in a corporate body like the education sector, there must be a systematic planning in order to attain the specified vision, mission, goals and objectives. This module therefore, will take you through the various facet of planning in distance education under the following units:

- Unit 1 AnOverview of Educational Planning
- Unit 2 Demographic Aspects of Distance Education
- Unit 3 Models/Theories for Planning Distance Education

Unit 1 AnOverview of Educational Planning

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concepts and Terms in Educational Planning
 - 3.2 Functions of Concepts and Terms in Planning
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Readings

1.0 Introduction

In this unit you will be introduced to the basic concepts and terms in educational planning and how they are used in planning. A good grip of these concepts/terms will enhance your understanding of educational planning at different levels or programmes.

Every section of this unit is very important. After you have read through this unit, check if you were able to achieve the set objectives. Where you have not be able to achieve the set objectives, identify the aspects where you did not understand and let that be your guide in looking for the answers in the main content.

2.0 Objectives

At the end of this unit you should be able to:

- identify 20 terms and concepts used in educational planning;
- explain the function of each term or concept in distance educational planning; and
- apply the terms and concepts in real situation.

3.0 Main Content

3.1 Concepts and Terms in Educational Planning

Concept could mean idea, thought, perception or notion about a particular thing, while term could mean expression or language. Sometimes idea, thought, perception and notion might differ among individuals or organisation or disciplines. For example the word 'course' could mean a development or path or progression but in education it could easily be thought of as 'subject of study'. On the other hand, 'subject' could mean some other things like topic or business. To ensure that the right terms are applied when planning in education it is therefore important to have adequate understanding of the various concepts and terms associated with educational planning.

The concepts and terms that are often used in educational planning are education, training, culture, concept, compulsory education, basic education, educational system, comparative education, general education, vocational education, professional education, inclusive education, recurrent education, technical education, tertiary education, formal education, educational programme, course, information, and variable.

The concept of *education* has been defined differently by different people. To some it is all the learning experiences gained from the day

you were born to the day you die. For the purpose of getting the required data for planning UNESCO, defined education as “*organised and sustained communication designed to bring about learning*”. In this definition, organised means planning, this is achieved in a systematic order with explicit or implicit aims. Sustenance here means continuity. Explicit aims are categorical and are well defined or stated. Example is the aim of education stated in the national policy of education. The aim is usually linked with the vision. Implicit aims are not definite and may not be stated in a categorical form, they may be hidden aims.

Training implies preparation or inculcation of values, culture and skills into the student/learner by a higher authority who in most cases is the professional teacher and sometimes a designated person who may not necessary be a professional teacher but has a specific skill that is required by the students/learners. The professional teachers are mostly used in the classroom teaching to implement the designed curriculum, while the non-professional teachers are used in workshops. The examples of non-professional teachers are the bankers, lawyers, doctorsetc who are sometimes engaged to speak about on their professions like during a career talk. The professional teachers can also be engaged in workshops.

Culture means values, beliefs, customs, behaviours, institution and artefacts of a group of people or a nation. This group of people have similar ways of carrying out their daily activities. For example in Nigeria the three main ethnic groups – Hausa, Ibo and Yoruba are easily identified and distinguished with their culture. The culture of these three ethnic groups differs. This is very pronounced in their dressing mode. However, there are areas of few similarities.

Concept is an idea or representation of the common element or attribute by which a group or classes may be distinguished. For example the names given to objects were conceived. For example we were made to understand that after God made an image from dust and had HIS breath into it, He conceived in His heart and saw it in His form and therefore named it a ‘man’. Also if we look at the male and female concepts, you will discover that all male animals have common attribute same with all female animals. So a concept is an idea that is thought of to represent a particular thing or situation.

Compulsory education is an education in which the subjects are legally obliged to attend school. For example, in Nigeria the first years of schooling is compulsory for every Nigerian child.

Basic education is a whole range of educational activities aimed to meet basic learning. Basic education enhances the citizens in their various professions and help to improve the nation’s economy. For example

with basic education, the artisan will easily be able to carry out simple calculations or basic transactions that may be required in their business.

Educational system is the overall network of institutions and programmes. For example, the pre-primary, primary, secondary, and tertiary levels of schooling including the curricula, resources and their environments form educational system.

Comparative education is the study of educational system of different countries.

General education is the type of education that is not directed towards a particular specialisation. It is designed to lead learners/students to a deeper understanding of a subject or group of subjects. The knowledge gained in these subjects are found useful for general application to daily activities.

Vocational education is the type of education designed to lead students/learners to acquire practical skills and know-how in a particular trade or vocation necessary for employment. This type of education help learners to discover their talents and most times become self-employed with the knowledge gained.

Professional education is the type of education that has direct value for professional calling or employment in life. Such as trained teachers, accountants, lawyers, medical doctors, laboratory scientists, biochemists etc. The type curricula for this type of education are prepared to meet a particular calling of the citizens.

Inclusive education means all students in a school studying together irrespective of their strengths or weaknesses, disabled and non-disabled.

Recurrent education is often referred to as adult education or continuing education. This type of education gives opportunity to individuals to improve on themselves.

Technical education is the type of education that helps to prepare the middle level manpower in various fields such as technicians, carpentry, building, middle management, tailoring etc.

Tertiary education is the type of education provided after secondary school education. This could be colleges of education, polytechnics, mono-technics, and universities.

Formal education refers to intentionally organised full-time learning, which has fixed time, schedule, and structured hierarchy. Uses predetermined (prearranged) pedagogy and content.

Educational programme is a set of organised and purposeful learning experiences with a minimum duration of one school or academic year.

A *course* is a unit of a programme, which is a planned series of learning experience in a particular range of subjects or skills offered by students in an institution.

Data is a plural form of datum. A single recorded unit of information is referred to as datum.

Information could be defined as a fact or evidence given on a specific thing or situation. It could come as figures or words. Collections of data lead to information. For instance, if in one of the network news, it was announced that Nigeria has 5,000 pupils enrolled in her primary school level. The 5,000 pupils is information, but to get the information the enrolment in the various states would have been collected. The pupils' enrolment figures in the various states are the data.

Variable could be defined as a concept which may assume a set of value or vary.

Policy is a statement of aims, purposes, principles or intentions, which serve as a continuing guideline for management in accomplishing objectives (Johannesen, 1986).

Levels of education indicate primary, secondary and tertiary levels of education.

Modes of education describe the type of education like formal education, adult education, special needs education, distance education, and e-learning. For the purpose of this course, emphasis shall be on distance education.

Population and settlement structure refers to the number of persons living in a particular environment. For the purpose of educational planning, we talk of school age population, urban areas, rural areas, villages, towns and household.

Access and equity in education refers to equal opportunity given to all school age children to enter a particular level of schooling. In this regard gender equality is also very pertinent.

Disadvantaged groups are the group of people who are ignored for one reason or the other in terms of access to education.

Legal basis of education describes the legal benchmark that supports the educational system. For example education is a joint responsibility of local, state and federal government as backed up by law.

Content and purpose of education describes the academic year, curricula, syllabus and learning assessment.

Self-Assessment Exercise

State five concept that are peculiar to distance education.

3.2 Functions of the Concepts and Terms in Planning Distance Programmes

In planning, the first concept is the vision, followed by the mission, the goals and objectives. The vision is the intended attainment and the process of attaining the vision is the mission. So it could be said that the mission is derived from the vision. Once the vision and mission have been defined, the next will be the goals. The goals are stated in broad terms which are derived from the vision. The goals indicate what you want to achieve. The goals are further stated in more achievable terms called objectives. The stated objective is what guides the planner.

A systematic description of how set goals/objectives can be achieved is referred to as planning. At the level of planning distance education the use of concepts and terms relating to education become inevitable. Why are these concepts and terms inevitable?

Planning is carried out in every organisation. However, the inputs, processes and outputs in each organisation differ from each other. For this purpose it is important to identify the type of organisation in which the planning is to be carried out. Therefore, the word 'education' guides the planner on the planning process in distance education. With the word education the planner would always focus on education and no other organisation. With education as a reflector it guides the thought and perception of the planner.

In planning a distance programme, the mode of training staff would often be designed or integrated into the programme plan. Staff training is essential in course material development, student support services, tutoring and other areas that may be needed from time to time.

The issue of culture is one of the characteristics of distance learners. Therefore, in designing a distance learning material the issue of culture is taken as a serious criterion. The course material replaces the teacher in a distance programme and the learners are from different cultural backgrounds. Therefore to get learners interested in the materials while reading them, there must be no bias in the cultural value of learners. For example in citing a religious example, the writer must be careful not to criticise a particular religion.

In distance education, compulsory and basic education is often reflected in curriculum design in a particular programme. In this instance compulsory or basic courses may apply to reflect the courses that must be taken before a student graduates in that programme.

Systems approach is one of the models used when planning a distance institution. It helps in integrating the functions of the various sections/unit required in producing the outputs (graduates)

Comparing distance education programmes of various countries helps in ensuring quality of programmes.

General education is achieved in distance programmes by designing general studies in which specific courses are made compulsory to all students in the institution irrespective of the programme of study, for example the course “the Good Study Guide” in National Open University of Nigeria.

To meet inclusive education, distance education plan for all grades of students, irrespective of their abilities and disabilities. For example the National Open University of Nigeria has blind students in her programme. During the development of course materials, the blind students were considered so most of the course materials were translated into braille to make it easy for the blind to study.

Distance education plan for all prospective students irrespective of their academic background. Apart from the popular undergraduate and postgraduate programmes, other make up programmes like certificate, diploma or access courses are planned for. Some countries are extending distance programmes to secondary school.

The programmes planned in distance institutions are mainly formal programmes. Information needed in planning are gathered through data collections which are subjected to statistical analysis to derive information required for adequate planning. For example one of the criteria in course material development is to identify the characteristics of the group of distance learners that are to use the course materials.

The characteristics can only be ascertained after the data have been collected and analysed. In this instance what is perceived is the 'characteristics' which is the variable.

In the process of formulating policy for distance education, all other concepts stated would be required. Also included are mode of distance learning, population, access and equity, the content and purpose of education with a backing of the law.

Answer to Self-Assessment Exercise

To give appropriate answer to the question asked, the meaning of the word "peculiar" must be understood. In this context, it means concepts that are associated with distance education. Therefore, the following are the concepts that are peculiar to distance education:

- Single mode
- Dual mode or Bimodal
- Learners/students
- Course materials
- Student support services
- Tutor Marked Assignment (TMA)
- Flexible
- Access
- Study Centres
- Facilitation/tutor/tutorial
- Learner centred
- Interactive
- Learners' friendly

Check your answers and see if they fall within the once listed above. If not, try to derive meaning from what you have written to yourself, also derive the meaning of the concepts listed above to check if it was in the terminology you had problem i.e. inability to use the right word. Where it is a case of misconception of the right term, use the answer provided to replace your intended answers. You could also discuss with your peers or tutor.

What do you plan for in distance education?

In distance education you plan for:

- The structure to be adopted
- Identification of the target audience
- Student enrolment
- Development and acquiring of course materials

- Tutoring and students' support
- Recruiting and enrolling students
- Assessing students
- Managing and administering the system
- Academic staff in the area of:
 - Subject specialists
 - Specialists in materials production
 - Specialist on tutoring and counselling
 - Part-time tutors
 - Broadcasting producers
 - Research workers, and evaluation
- Material production staff
 - Course team manager
 - Course writers
 - Content editors
 - Instructional designers
 - Printers
 - Copy editors
 - Graphic designers
 - Broadcasting technicians
 - Typists/word processing clerks
 - Desktop publishers
 - Multimedia experts
- Administrative staff
 - Administrators and managers
 - Personnel staff
 - Financial staff
 - Record staff
 - Warehousing and dispatch staff
- Programme/Course management – this deals with how the progress of students are monitored in their various programmes and courses.
- Funding
- Staff training
- Facilities

4.0 Conclusion

The concepts and terms stated in this unit are not exhaustive. However they are the commonly used concepts in planning distance education programmes. The concepts and terms serve as instrument for planning and therefore must be understood before an adequate planning can be carried out.

5.0 Summary

This unit discussed the terms and concepts used in educational planning. They were education, training, culture, concept, compulsory education, basic education, educational system, comparative education, general education, vocational education, professional education, inclusive education, recurrent education, technical education, tertiary education, formal education, educational programme, course, data, information, variable, policy, level of education, modes of education, population, legal basis and content & purpose of education. Their functions in distance educational planning were examined.

6.0 Tutor Marked Assignment (TMA)

Carefully choose a particular distance education programme, state relevant concepts or terms and explain how the concepts or terms would be used in planning the stated programme.

7.0 References/Further Readings

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Unit 2 Demographic Aspects of Distance Education

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- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
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1.0 Introduction

In the last unit we discussed the various concepts and terms used in educational planning. This unit will introduce you to demographic aspect of planning distance education. Demography is one of the fundamental sciences required by educational planners. Demographic analysis may be defined as the study of human groups. There are two ways through which demographic analysis could be carried out. This could be through theoretical or statistical demographic analysis. Theoretical demographic analysis tries to explain demographic facts and seek the causes behind them. Such demographic facts could be the prescribed school age population, for the various levels of schooling. The factors affecting the school age population may further be examined for a better plan. The descriptive demographic approach gives statistical description which provides the actual demography. Using the example above, instead of giving the prescribed school age population, the actual school age population would be given. Both are required in planning.

Carefully read through the following for a better understanding of demography in distance education and application.

2.0 Objectives

At the end of this unit, you should be able to:

- explain the concept of demography; and
- analyse the interest of distance educational planner in demography.

3.0 Main Content

As earlier stated, demography is one of the fundamental sciences required in planning distance education programmes. It is very important because it determines the major inputs (students/learners) into the educational system. Generally, education centres on students/learners. So the number of available students/learners determines the type of resources that would be required in the system, such resources as the number of schools, teachers, classrooms, etc.

The planner is interested in the state and trend of population in the country. The static demographic analysis is carried out to present the current situation of the population by state and trend. The trend presents the changes that may depend on births, marriages and deaths. When there is increase in the number of birth in a country, the number of school age tends to increase, but high mortality rate may reduce the number. The population is often divided into age group. The age structure can be obtained through census. The age structure summarises the demographic history of a nation. In Nigeria, below age 3 are pre-school age, age 3 to age 5 is nursery school age, age 6 to age 11 is primary school age, age 12 to age 14 is junior secondary school age, age 15 to age 17 is senior secondary school age and age 18 and above is said to be the age for tertiary education. Also age 18 to 65 is described as the active age which falls into the labour force. This is what is obtainable in the conventional mode of educational system in Nigeria. This is not exactly the same with the distance education system.

Distance education is often met for young and old adults. The initial concept of distance education was to give opportunity to those who could not complete their education to do so while working. Therefore, at that initial time older adults of about 25-year of age and above were more in the distance programmes. Today, the trend appears to be changing; the age group of learners in the distance programmes are from young adults and above. That is to say distance learners constitute of 18-year of age and above. Also most distance programmes focus on tertiary programmes except in few countries where distance programmes are extended to secondary school levels.

However, learners younger than age 18 may be found there, so inaccurate age data and methods of adjusting the age pyramid as well as data concerning single year age groups are needed. The planner therefore looks at the population by age and sex. This will help in the formulation of policies to guide the activities in the system.

It is not enough to know the number of distance learners that fall within ages 18-65 and age 66 and above. It is also very useful to know the

actual number of distance learners age by age i.e. 18, 19, 20, etc. in this case interpolation may be performed using Sprague multipliers. This method is an interpolation so the results obtained are approximations. The method is mostly recommended for use when there is dearth in data other than the figures for a specific age group e.g. 32-year age groups; there is no great variation in the birth rate or infant mortality rate in the preceding years. The method is simple to use. We may not go beyond this in this unit.

Also important to the planner is the population distribution by sector of the economic activity and within the sector by occupation. Lack of accurate knowledge on this makes it impossible to estimate manpower requirements. The factors that could influence manpower requirement are population geographical distribution, which affects both the cost of education and the choice of types, sizes and location of schools. This knowledge is required when planning for study centres, course materials and type of programmes.

In planning distance education, it is essential to have accurate record on the percentage of distance learners that are working and those that are not. This information is useful for course material development.

Self-Assessment Exercise 1

Find out the ages of your colleagues in PGDDE. Chart the result as follows:

Age	Number	%
18 – 24		
25 – 30		
31 – 36		
37 – 42		
43 – 50		
51 – 60		
61 and above		
Total		

School Enrolment Rates

What proportion of the citizens that fall within age 18 and above receive tertiary education through distance education? To answer this question, the gross and the net enrolment rates are determined.

Gross Enrolment

$$ER_{\text{Gross}} = \frac{\text{Total number of students in distance education}}{\text{Total 18 and above year old population}}$$

This method may lead to over or under estimation of school enrolment. In this instance some students may be under age, gone to other form of tertiary institutions and some may have into other trade after secondary education. In reality, the age of school enrolment does not strictly adhere to official age. Therefore, a net enrolment is calculated.

Net Enrolment

$$ER_{\text{Net}} = \frac{\text{No of students 18 and above years in distance education}}{\text{Total 18 and above year old population}}$$

Net enrolment has also received its criticism. Net enrolment rate underestimate enrolment rates since the students below the official rates are excluded. That is the students below age 18 who are in distance programmes are excluded. For this reason, enrolment rates are also calculated for each year of age. The enrolment rate for 35-year-olds for example is equal to:

$$ER_{\text{35years}} = \frac{\text{No of 18-year-old students in distance education}}{\text{Total 18-year-old population}}$$

Enrolment rates by specific age are more precise than those of the age group, but the use of specific age has not fully dispelled the ambiguity. For instance a 18-year-old enrolment rate of less than 100 per cent does not mean that not all citizens within this age are admitted into distance programmes. Some may have gone to the conventional tertiary institutions or are already working as graduates and some may have come to distance programmes below age 18.

Therefore it is not appropriate to ask the question: what proportion of the citizens receive distance education. The questions to ask should be those relating to access or that relates to the efficiency of distance education system i.e. from an economist point of view or quality of education from the view of an educator.

Self-Assessment Exercise 2

Choose a specific age from the data you gathered in self-assessment exercise 1 and calculate the specific age enrolment with the formula given above.

Access to Distance Education

Access to distance education can be measured through:

- admission criteria;
- school location;
- geographical distribution;
- economic accessibility;
- internet access; and
- social cultural accessibility.

Are the criteria for admission closed or open? If it is closed it means there are barriers attached and when it is open the barriers are removed. Openness brings in flexibility unlike the closed system that is rigid. In Nigeria for example, there is only one open and distance institution i.e. the National Open University of Nigeria (NOUN). Although the barrier to admission is not totally removed in NOUN in terms of entry qualification, but the students have other programmes although outside the undergraduate programmes they can enrol in.

Where the school is located could enhance or mar the institution. A distance education that is basically through online or correspondence may not have the problem of location. But where the study centre modes are introduced, the location becomes very pertinent. The closeness of the study centres become an issue. Students may find it difficult to access their tutors and other activities required of them at the centre. This may on the long run affect enrolment and students' academic progress. The geographical distribution deals with the spread of study centres for students' easy access.

Apart from the physical accessibility, economic accessibility to distance education is another major issue. This has to do with institutional and private costs of obtaining a certificate in distance mode of schooling. The institutional cost is the cost of providing learning to the learners by the institution. This includes salaries, provision of resources etc. The private is the cost expended by the learners, like payments for course materials, examination, caution, transport to and fro the study centre, etc.

Access to internet is very important in today's distance programmes. Especially where distance programmes are fully online. The students and staff need to be computer literate and have access to the computer. This has to do with the number of staff and students who own personal computer and modem if they are to access their colleagues and tutor anywhere any time. The institution effort to provide access to internet use is also considered.

Social-cultural accessibility indicates the students, parents and the societal attitude toward distance programmes. Some people still see distance programmes as being inferior to the conventional programmes. Especially in the developing countries, the issue of quality and certificate acceptability threaten stakeholders. So in planning distance education programmes, awareness needs to be created among the stakeholders and the planning should be able to integrate the various aspects of social-cultural activities.

Access can be measured by gross admission rate or apparent admission rate.

$$AR_{\text{Gross}} = \frac{\text{New admissions to 100 level programmes in distance edu}}{\text{Total 18-year-old population}}$$

This method has similar disadvantage with gross enrolment.

A more appropriate means of measuring admission is the cohort admission rate. This is obtained by measuring a cohort of students born in the same year and counting how many are admitted to distance programme institution successively by 16 years of age, 17 years of age and then 18 years of age.

$$AR_{18 \text{ years}} = \frac{\text{New admissions at 18 year of age}}{\text{Total 18-year old population}}$$

In measuring the efficiency of the educational system Johnstone (1982) suggested that the question of what level do they reach should be divided into three questions and therefore recommended three indicators that intend to answer the three questions:

- i. how many years on average does a child spend in primary school?
- ii. What is the average grade he or she reached within the educational level?
- iii. What proportion of the pupils admitted to this educational level completes primary education?

Johnstone principle could be applied to distance education with the replacement of child with student and primary school with distance education programme.

Staff Age Structure

The age distribution of both the academic and non-academic staff is essential. Age distribution analysis may be used for job distribution.

The age structure refers to chronological age and number of years on the job. In Nigeria, a civil servant goes on retirement at an average of 60/65 years by chronological age and 35 years by number of years on the job. So either of the two can qualify an employee to go on retirement, though may be offered a contract job. Also to be considered is the attrition rate of staff. Although in more stable institutions, retirement is the major cause of loss of staff. However, other factors like death and migration could also lead to loss of staff.

The staff age structure directs the planner on staff planning especially the academic staff. This involves both full-time and part-time (facilitator) academic staff. With the age structure programme specialists are mapped out with courses assigned.

When appropriate analysis have been carried out on student and staff structure it would further aid plan through forecasting of school enrolment figures. The school enrolment figures thereafter determine every other resource that may be required including academic staff.

The method of forecasting is beyond this course. Therefore we will not go into that until at a higher level of study in educational planning. Two reasons for forecasting school enrolment is to estimate total educational costs and meeting the funding required.

Answers to Self-Assessment Exercise 1

Compare your result with the age structure for distance learners stated above. Discuss your findings with your course mates and your facilitator.

Answers to Self-Assessment Exercise 2

Go to your answer and ensure it was only one specific age that was used e.g. 24-year old or 35-year old and not 18-24-year old; that the specific age students in distance education programme was divided by the total of the specific-year-old population. What was the calculated rate? Share your answer with your colleagues and facilitator if you need more clarification.

4.0 Conclusion

The knowledge of demography of distance education assist planners to plan for the various resources needed and to estimate the total cost required for funding the educational system

5.0 Summary

In this unit you learnt what demography is in distance education; the interest of distance education planners on the use of demography in planning. The various aspects of demography used in planning include population structure, students' structure, and staff structure. With these structures, the gross and net admission and enrolment rates were calculated. The various accesses to distance education were discussed and the use of forecasting was briefly examined.

6.0 Tutor Marked Assignment (TMA)

1. Choose a specific year and find out the proportion of students admitted into your programme (PGDDE) among the total student population in National Open University of Nigeria admitted in that year.
2. Does the geographical location of NOUN and its study centres easily accessible by students?

7.0 References/Further Readings

Aggarwal, Y. P. & Thakur, R. S. (2003). Concept and terms in educational planning: A guide. New Delhi, National Institute of Educational Planning and Administration.

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Unit 3 Models/Theories for Planning Distance Education

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- 2.0 Objectives
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1.0 Introduction

We have discussed various ways of managing distance programmes. These ways are governed by either a model or theory. This unit therefore is dedicated to the discussion of models and theories used in planning distance education programmes. At the initial stage of distance education practice, there were no theories or models guiding its practice. The lack of model or theory hindered the factors in planning various forms of learning and teaching in distance education. After some years of distance education practice, some distance educators began to advocate for the need to have models and theories to guide the structure of distance programmes. Keegan (1995) reaffirmed the need of theories in distance education by stating that a firmly based theory is needed to provide the touchstone against which financial, educational, and social confidence can be made. That theory should not be an ad hoc response to crises situations. Therefore, what is a theory?

Holmberg (1985) described theory as a set of hypotheses logically related to one another for explaining and predicting occurrences. Holmberg (1995) further defined theory as “a systematic ordering of ideas about the phenomenon of a field of inquiry, and an over-arching logical structure of reasoned suppositions which can generate testable hypotheses”. From his suggestion, distance education has been characterised by a trial and error approach. Holmberg last definition is more precise. The words phenomenon, logical, reasoned supposition and testable hypotheses. It could be said that a theory is an assumption which can be subjected to a statistical testing. On the other hand a model is a prototype or a pattern of a particular phenomenon. Therefore, this unit will concentrate on the relevant theories and models in planning distance education.

2.0 Objectives

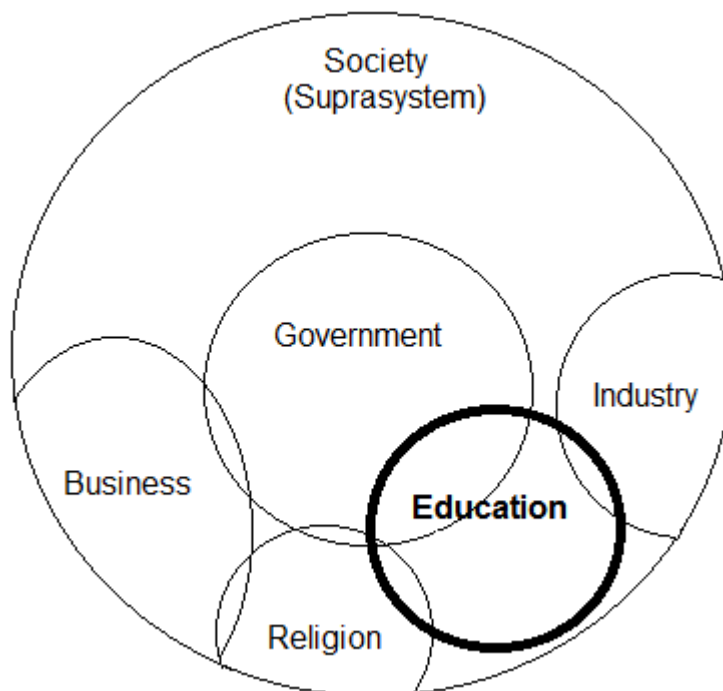
At the end of this unit, you should be able to:

- identify the different models and theories in planning distance education;
- plan a selected distance education programme using appropriate model or theory; and
- discuss various funding models for open education resource (OER)

3.0 Main Content

The major models used in planning distance education are:

1. The Distance Education Learning Systems Model (DEL). This model is a powerful tool in connecting the various facets in distance education. The interface of distance education is complex and thereby requires a model that can help in harnessing them towards goal achievement. The major works of Banathy (1968, 1992, 1995, 1996a & 1996b) showed that education is a lifelong process tied closely to the outputs, objectives and purposes of other parts of society as presented below:



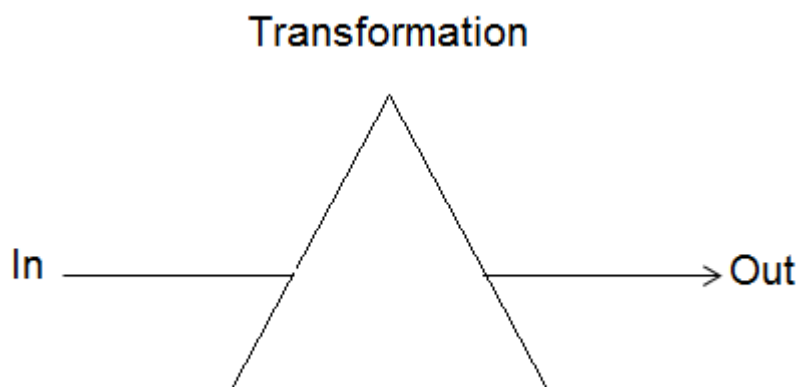
Source: A Societal Suprasystem (Banathy, 1968)

The model shows integration of the subsystems which comprises government, business, religion, education, and industry within a

suprasystem which integrate all the subsystem. By way of interpretation, this implies that education does not function in isolation, but function within other sectors in a larger society. Each of these sectors needs one another to function properly.

According to Banathy (1996b, p.84), the model function in three major ways. The systems/environmental function of the model situates the distance education system in the context of society. It defines its “relationships, interactions and mutual interdependencies” (Banathy, 1996b, p. 84). The functions/structure of the model focuses on the systems goals, identifies the functions required towards the goal attainment, select the components to carry out the function and formulate the rationale i.e. the structure of the system. The process/behaviour function of the DEL model considers what the system does through time i.e. how it receive, screens, assesses, and processes input; transforms the input for use in the system; engages in the transformation to produce the expected output, guides the transformation process; process the output and assesses its adequacy (feedback); and make adjustment in the system if need be.

It is important to understand the link between systems and distance education. Gary “Lee” Frantz & James W. King (2000) defined system as “elements which interact as a group, and are organised as a whole toward a specific objective(s) or end(s). An instructional system in distance education has a continual interaction with its environment with a steady state of dynamic equilibrium. In this way, the focus is on input, transformation and output.



Source: Frantz & King (2000:34)

2. Student Models: The transit to distance education. This model could be described as the task of describing the knowledge and beliefs of the students as a basis for the decision on appropriate

action for feedback. Student model has been extensively used in the development of :

- intelligent learning environments;
- intelligent tutoring systems;
- intelligent computer aided instruction systems;
- multimedia educational environments; and
- later the web based instruction systems.

Ragnemalm (1999) identified that the uses of student models can be divided into planning education i.e. what topics are to be learned? And planning delivery i.e. what experiences are suitable to encourage learning. Student models represent student understanding of the materials to be taught.

Student models are useful in the following ways:

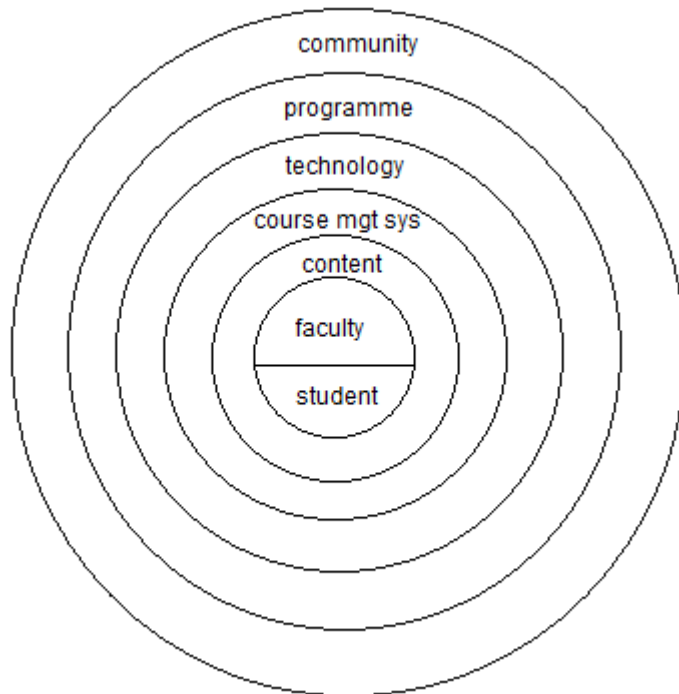
- can be used in asynchronous distance education;
- used to elicit information from the students regarding their misconceptions or their weaknesses during learning; and
- useful in multimedia educational environment.

3. The Concentric Support Model. This model is used for planning and evaluating distance learning programmes. The literary foundation of the concentric support model hinges on:

- Faculty support
- Student support
- Content support
- Course management system support
- Technology support
- Programme support

The concentric model has four stages –

a. The community support of the concentric support model could be used for accreditation of programmes by the institution accreditation body. Within the community which is the distance institution there are programmes, technology, course management system, content, faculty and student. This is graphically represented as follows:



Base Structure of the Concentric Support Model

- b. Validating the identified elements – the elements that have been identified within the community need to be verified for suitability.
- c. Panel selection – selection of the required personnel that will provide the services of the identified elements.
- d. Analysis of element – the elements are analysed for proper implementation.

Concentric model is used for systematic design of instructional support structure for ODL and it can also be used to assess an institution's readiness to support distance learning and educate staff as to the breath of support required.

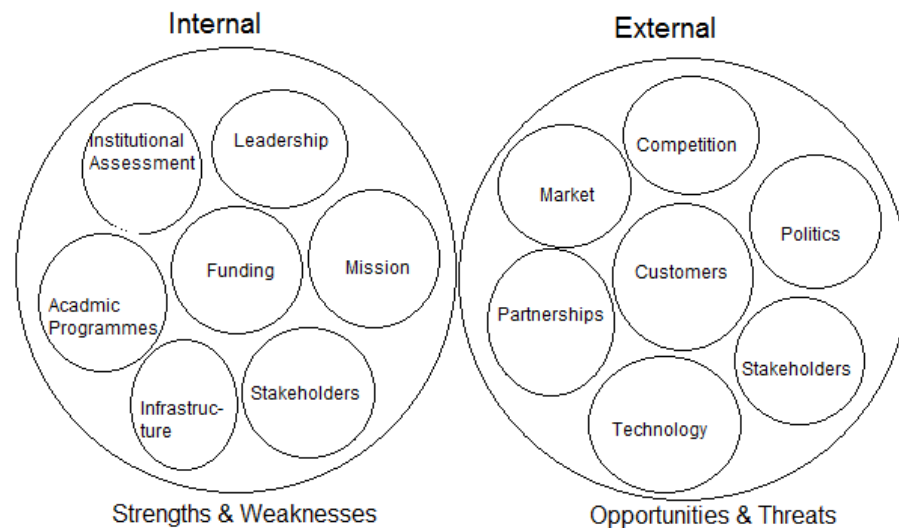
4. Strategic Planning Process Model. Strategic planning is defined by the scope and duration of the planning. There are three major levels of interrelated planning – strategic, operational and tactical with strategic being the highest level. Strategic has the following features:

- it is time based;
- it enables the institution to identify where it is going and focuses on broad policy issues; and
- helps institution to identify how it will commit resources over the long term in order to accomplish its mission.

Steps in Strategic Planning (Pisel, 2001)

1. Planning initiation
2. Planning guidance and scheduling
3. Analyses
4. Mission refinement
5. Assumptions
6. Strategy Development and Courses of Action
7. Functional analyses
8. Implementation
9. Assessment
10. Periodic Review

The first step in strategic planning is planning initiation i.e. initiating an idea. The idea may come as a thought, from what you have observed or read. The second stage is mapping out of strategy on how the idea can be achieved this will lead to the third stage which is analysis. At this stage you look at how attainable are the strategies. One popular way of analysis is the use of SWOTs analysis. SWOT analysis is systematic and can easily be used to determine the areas of strength and weaknesses. Pisel, K. P. in 2001 gave a detailed SWOT analysis.



The mission stage describes the importance of the distance learning with the core mission and the vision of the institution. This stage is the most critical because time could be wasted by participant arguing about where they need to go. The mission and vision should define achievable objectives. Planners must be cautious to see that it does not end in mere intellectual plan rather it should be geared towards practical oriented plan. The vision is inspirational and the mission is to be stated in

measurable terms that provides a clear and concise picture of what is to be achieved and why (Kaufman, 2005; JFSC, 2002).

The vision is for internal consumption and it defines the future success. Time and organisational buy-in are critical part of vision statement.

Assumptions are guess on the current or future situations that assumed to be correct and could be subjected to further statistical testing. A valid assumption must be logical, realistic and essential for the planning to continue.

In strategy development and courses of action, the analysis earlier carried out is put into a strategic direction. This begins by bringing in the SWOTs analysis for its strategic significance. The course of action is designed using the identified internal strength and external opportunities as guide. At the completion of the analysis, tentative courses of action are developed (COAs). These can be further developed to achieve the institutional mission and vision.

In functional analyses, the developed COAs are reviewed by comparing them against a number of criteria. This analysis assesses COA compliance with any relevant policies; its feasibility within the available or projected resources; if it has adequately meant the stated mission and acceptable costs. After the analysis the planning team submit their report to the management who meet to take decision.

At the implementation stage, the focus goes to those that will implement the plan. The management must clearly define the authority and responsibility for implementation to Avoid clashes in implementation. Responsibilities are assigned and the necessary resources released for implementation.

Both formative and summative assessment is carried out to examine the success of implementation. The formative is very important at every stage of implementation. It helps in discovery loopholes that need to be rectified for successful implementation of the plan. The summative is carried out after full implementation over a period of time to assess if the plan actual meant its goals and objectives.

Lastly, periodic review is necessary. This will help to ensure that the desired quality is achieved according to plan. Sometime, events may have affected the plan which will need to be review to meet with current changes or challenges. The management is required to set a specific time for the periodic review. It could be integrated into existing time like during annual reports.

5. Collaboration Models. There are models that guide collaboration. Collaboration is exchange of services or resources among institutions or countries towards goal achievement. The change could be one-way transfer or a pooling i.e. two-way type of exchange. The questions that often arise when preparing for collaboration are:

- Does the exchange involve the institution or country of the same or different economic levels?
- What is the source of finance? Is it financed by the institution or externally financed through governments or donor agencies.
- What is the level of information sharing? The information could be on exchange of information about learners, programmes, academic publications by individuals or institutions.
- What type of collaboration is required? There are three basic types – tactical, consortia and mergers. Tactical collaboration involves formal agreement between two or more institutions or country. Consortia are a joint collaboration of resources and formal partnership while mergers are creation of a new entity out of the existing independent entities.

The purpose for the collaboration would guide the type that should be used at a particular time.

Self-Assessment Exercise 1

With the use of strategic planning model, prepare a plan for NOUN online facilitation. Discuss your plan with at least two colleagues.

6. Funding Models for Open Educational Resources (OER). OER is a new phenomenon in distance education which gives free access to educational materials for both learners and tutors. OER is funded through any or combination of the models below:

Endowment Model. A base funding is obtained by the project managed by a fund administrator. The interest earned in the project is used to sustain the project.

Sponsorship Model. In this model a coalition of interested organisations contribute to OER. This could be through annual contribution or subscription. Through this fund operation revenue is generated for OER.

Donations Model. On request worthy projects are financially supported. Donations are managed by non-profit foundations.

Conversion Model. This is the type of model in which you give something away for free and then convert the consumer who gained the free thing to a paying customer.

Contributor-Pay Model. In this model, contributors pay for the cost of maintaining the contribution, thereafter the provider makes the contribution available for free.

Sponsorship Model. This involves intrusive commercial messages and other commercials.

Institution and Government Models. In institution model, it is the institution that sponsors the contribution. For government model, the government sponsors the contribution.

Theories in Distance Education

The theories that are often used in planning distance education include:

- Independence and Autonomy Theory
- Theory of Industrialisation of Teaching
- Equivalent Theory
- Evaluating Theories

Independence and Autonomy Theory. This theory has the American and European version. From the American version, Wedemeyer who was a professor in the University of Wisconsin advocated for independent study for distance education. The use of outdated techniques were criticised by him and felt that the old teaching style does not utilise modern technologies that could alter an institution. He analysed the characteristics of distance education system which emphasised learner independence and the use of technology as a way of implementing it. Wedemeyer carried out other studies and suggested six characteristics of independent study systems:

1. The student is separated from the teacher.
2. The normal processes of teaching and learning are carried out in writing or through some other medium.
3. Teaching is individualised.
4. Learning takes place through the student's activity.
5. Learning is made convenient for the student in the student's own environment.

6. The learner takes responsibility for the pace of learning, with freedom to start and stop at any time.

Furthermore, he noted four common elements in every teaching-learning situation – a teacher, a learner or learners, a communications system or mode, and something to be taught or learned. To break the space-time barrier in distance education, Wedemeyer proposed the separation of teaching from learning.

The European Theory of Independent Study was formulated in the early 1970's by Moore. Moore's theory emphasised two-way communication (dialog) and the extent to which a programme is responsive to the needs of the individual learner (Structure). He noted that in the conventional school system, learners depend on teachers for guidance, which make the teacher to be very active and the student passive. He stressed that in distance learning there is a gap between the teacher and the student, therefore, the student need to accept more responsibility. He advocated that the autonomous learner needs little help from the teacher who will be more of respondent than director.

Theory of Industrialisation of Teaching. Peter O. ((1998) proposed that distance education could be analysed by comparing it with the industrial production of goods. He came up with this idea after examining a research that was carried out on European distance teaching organisations in 1960s. Peters viewed conventional, oral, group-based education as pre-industrial form of education, implying that distance teaching could not have existed before the industrial era. Based on economic and industrial theory, Peters proposed new terminologies for the analysis of distance education. These are rationalisation, division of labour, mechanisation, assembly line, mass production, preparatory work, planning, organisation, scientific control methods, formalisation, standardisation, change of function, objectification, concentration and centralisation. Peters concluded that division of labour is a critical element if distance education is to succeed.

Self-Assessment Exercise 2

With reference to Peters' theory of industrialisation complete the following table:

Terminology	Examples in Distance Education	Critique
Division of Labour		
Mass Production		
Preparatory work		
Change of functions		

Share your answers with not less than two course mates of yours. To get the right answer first and foremost view the terminologies from their origin i.e. the industry where they are used. From the meaning and functions as it relates to the industry, look for a distance education function to describe the concepts.

Equivalency Theory. This theory is based on the theoretical concept of equivalency. From the theory's view those that learn through the conventional mode and distance learners have different environments in which they learn. The distance educator is therefore mandated to design leaning events that provide experiences with equal value for learners; that the distance learners and the conventional learners should have equal value even when their learning environments are not same.

The emphasis of this theory is that distance educators should endeavour to bridge the gap of space and make distance learners to have equal value of learning as in the conventional mode.

Evaluating Theories. Keegan (1986) suggested three questions that should be answered by theoreticians before developing theories. Is distance education an educational activity? Is distance education a form of conventional education? Is distance education possible? Keegan advocate that distance education represents the separation of teaching acts in time and place from learning acts. He believes that distance education should involve the reintegration of the two acts. Keegan

questions can be used as guide in evaluating every aspect of distance education plan.

4.0 Conclusion

Models and theories are the bedrock upon which the structure of distance education is built. To embark on adequate planning, you must study the available models and theory to be able to select the one that is relevant at that time. It is the existing situation that determines the type of model or theory that should be used. It should also be noted that a conceptual framework could be derived from the combination of models or theories or models and theories to depict the existing situation.

5.0 Summary

This unit discussed five models - The distance education learning systems model, student models, concentric support model, strategic planning process model, and collaboration models; and four theories – Independence and autonomy theory, theory of industrialisation of teaching, equivalent theory and evaluating theories.

It is the prevailing situation that determines which model or theory that should be adopted when planning distance education programme. Conceptual framework could be derived from the a theory or model or combination of theories or models.

6.0 Tutor Marked Assignment (TMA)

Carefully examine distance education learning systems model and independence and autonomy theory and compare their relevance in distance education.

7.0 References/Further Readings

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