

The Influence of Admission Policy on the Admission of Students into Distance Learning Education Programme in University of Ibadan

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Abstract: *This paper examined the influence of admission policy on the admission of students into Distance Learning Education Programme in University of Ibadan. Descriptive survey research method was adopted for the purpose of this study. The total number of staff who participated in this study was three hundred (300) which comprises of both non-academic and academic staff. But only two hundred and forty-five (245) staff returned questionnaire that were finally used for data collection. Chi-square test analytical method was used for data analysis. This article revealed that quota system on admission policy is not applicable in distance learning education in University of Ibadan. That there is no Catchment area policy on admission in distance learning education university of Ibadan, and that there is no discriminatory school fee for students in distance learning education in university of Ibadan. This study recommended that there should be abolishment of the catchment area and quota policies of admission in Higher Education in Nigeria. Educationally backward states should develop remedial programmes for their indigenes. Policy on discriminatory fees should be moderated.*

Keywords: Admission, Admission Policy, Distance Learning Education, Quota System, Catchment Area Policy, Discriminatory School Fee, University of Ibadan

1. INTRODUCTION

Distance education aims at increasing access to education for those who have difficulty in accessing it within the main channels. Such difficulties include; physical distance for learners in remote locations, finance, work limitation, family and community commitment. Distance education is the means by which the teacher is taken literally to the student. It is a teaching-learning process in which students are separated from the teachers by a physical distance which is often bridged by communications technologies (Dhanarajan, 2008). Open learning on the other hand refers to policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender or time constraints and with recognition of prior learning (Glen, 2005). Generally, open and distance learning education courses are made up of a number of course components or learning materials which can include any of the following: teaching texts, study guides, course guides, readers or anthologies, assignments (with or without an accompanying tutor guide), television broadcasts or videotapes, radio broadcasts or audiotapes, software or online information and data, CD-ROMS, textbooks and laboratory materials. Tuition materials are sent with questions to be answered, it could be recorded electronic materials and the students do this at their spare time. In addition, some students support may be provided, either through personal communication at local universities or through online student tutors. Both the

media used for open and distance learning and the student support arrangements affect the possible level of interaction in open and distance learning courses.

Distance Education institutions have been helping enormously in absorbing what conventional universities could not admit through their programmes. It gives unimaginable number of people access to higher education all over the world, thereby ensuring that equity and fundamental right to higher education is maintained globally. This innovative method and its wide-ranging accessibility now compel traditional universities to transform from single to dual mode universities. Thus, Nigerian higher institutions now engage in Distance Education as a response to the critical educational problem of number, infrastructure and personnel. Moreso, they engaged in this as a credible means of enhancing their IGR. DE facilitates massive manpower development and training, continual skill upgrading and retraining. It provides the workers the opportunity to work and study at the same time, enabling them to upgrade their skill without being taken away from their work places. Again, the economies of scale offered in DE make it possible for more people to be trained at lower cost. DE promotes flexible and self-directed learning. Here, learning is self-paced and this generates initiative and creativity in the learner. It is pertinent to state that people who actively engage in self-directed learning, learn more

and better than those who wait to be taught (Manning, 2007).

There is definitely no gainsaying the fact that the world is gravitating toward Open and Distance Education (ODE) which has become a viable access to tertiary education. Inadequate access for the teeming populace, young and old, even across social strata, seeking tertiary education is a great problem in our dear country. In Nigeria, apparently, Open and Distance Learning is undeniably a reliable solution to the problem of admission into our conventional universities. Open and Distance Education is the way to go if Nigeria would tag along with global trends in education. We cannot continue to put ourselves in the straightjacket of status quo when a viable alternative offered by the University of Ibadan Distance Learning Centre (UIDLC) is there to be explored.

The UIDLC has come of age and has depicted the very essence of life which is a great contribution to the advancement of humanity. Besides, being an integral subset of the premier university of Nigeria, University of Ibadan, the centre has over the years proven to be that vital part of the system drawing national and global repute to the university. Statistics show that every year from the approximately 1.4 million qualified young Nigerians who pass the mandatory Joint Admission and Matriculation Board Exam (JAMB), not more than 400,000 can be placed at a Nigerian university. Imagine the frustration and feelings of unfairness among such a vast group of unplaced students who have to wait a whole year for a second chance to be admitted with no certainty at all. In fact, the accumulation of potential students who are not admitted year over year due to this process makes it even worse and therefore is giving ground to a serious societal problem. Distance education could alleviate this to a certain extent since they offer this large group of non-admitted potential students an opportunity to the same university education degree like the conventional classroom learning education. The overall goal of the policy on admission to the Distance Learning Institute, DLI, University of Ibadan is to open up greater access to quality university education for the teeming population of workers, out-of-school youths and adults and unemployed secondary school graduates, who are hither to denied access to university education in Nigeria. This paper is aimed at investigating admission policy of Distance learning education in Nigeria with focus on University of Ibadan.

Statement of Problems of the Study

Despite the proliferation of public and private universities in Nigeria over the past two decades, appreciable access and admission placements for

eligible candidates have remained at the average of 30% year after year. The obvious conclusion which can be drawn from the scenario is that the approach of establishing more universities has not achieved significant outcome in the policy of creating enhanced access and appropriate admission placements in Nigerian Universities. Over reliance on the conventional universities admission and placements is thwarting the dream of many young Nigeria access to university education. On the other hand, majority of Nigeria students have turn to distance learning education as a preferred alternative for University education. Therefore, this study is poised at investigating the policy of admission into distance learning education in University of Ibadan.

Objectives of the Study

This study is aimed at examining Admission policy in distance learning education in University of Ibadan. Other objectives are as follows;

- Find out whether quota system on admission policy is applicable in distance learning education in University of Ibadan.
- Discover whether catchment area on admission policy is applicable in distance learning education in University of Ibadan.
- Discriminatory fee for indigenes of the localities is applicable in distance learning education in University of Ibadan.
- Recommend on how to improve Admission policy in distance learning education in University of Ibadan.

Research Questions

The following research questions were put forward so as to provide solutions to the problems of the study.

1. Is quota system of admission policy applicable in distance learning education in University of Ibadan?
2. Is catchment area policy considered for students' admission into distance learning education in university of Ibadan?
3. Does admission policy in distance learning education in university of Ibadan offer equal school fees?

2. REVIEW OF LITERATURE

2.1 Educational Policies

Educational policies are initiatives mostly by governments that determine the direction of an educational system (Okoroma 2000). According to Ajayi (2008): Education is a distinctive way in which the society inducts its young ones into full membership. So every modern society needs some educational policies to guide it in the process of such initiation. The National Policy on Education (2004)

emphasize that educational policy is directed towards increasing the quality of human life. The goals of NPE is to contribute to national development through high level relevant manpower training; to develop and inculcate proper values for the survival of the industry and society; to develop the intellectual capability of individuals to understand and appreciate their local and external environments; to acquire both physical and intellectual skills which will enable individuals to be self-valiant and useful members of the society; to promote and encourage scholarship and community services; to forge and cement national unity; and to promote national and international understanding and interaction.

There is no doubting that one of the major problems responsible for Nigeria's perceived backwardness is what the pundits call policy somersault. Simply put, policy somersault entails frequent changes in administrative frameworks and procedures of governmental matrix, often resulting in taking two steps forwards and ten others backward. The nation is thereby portrayed as a rolling stone that gathers no moss. The moment a new government is inaugurated one can be so certain that there will be an absolute or partial discontinuity of some policies, many of which may have hitherto yielded positive results.

According to the National University Commission (2012), university admission is the legitimate gateway through which qualified citizens get enrolled for university education in Nigeria. Therefore, the Joint Admission and Matriculation Board (JAMB) as a parastatal of the Federal Ministry of Education is saddled with the responsibility of selecting candidates for university education via their prescribed examination as a basic requirement. Information further shows that the Joint Admission and Matriculation Board places candidates to their respective universities of choice using the unified cut-off marks as prescribed. Education policy on admission to tertiary institutions in Nigeria is bedeviled by factors such as quota system, catchment area and discriminatory fee for indigenes

2.2 The Gap in Policy Provision and Implementation in Nigeria

The main thrust of policy formulation is to ensure the proper management and implementation of our education system in all areas of the society. However, there are so many problems currently faced in both managing and implementing necessary policies in the system. There is definitely a need to provide reforms to the educational sector in order to produce more specialists. The National Policy of Education in Nigeria is a list of goals, anticipations, regulations, standards and requirements to ensure the quality of

education in Nigeria. The national policy on education in Nigeria is one of the main problems for people who study in the country. These policies look good on paper, however, implementing them is the problem. It should be noted that these problems are mostly connected with the implementation of National Policy in Nigeria. This means that the policy is good on paper and achievable, however, there are certain obstacles to the achievement of the National policy on education in Nigeria and are enlisted below;

1. Frequent Changes in Policies

Politics and frequent changes in government tend to negatively affect the implementation of the National Policy on Education (Ajayi, 2008). He lamented that within the eight years (1991-1999) that he served as Provost of Federal Government College, Osiele, the nation passed through five different regimes (Babangida till 1993, Shonekan for less than four months in 1993, Abacha 1993-1998, Abubakar 1998-1999, Obasanjo 1999-2007). Within this period I had to operate under eight Ministers of Education. The same thing happened at the state level. Each of the Presidents, Ministers, Governors and Commissioners had their own different conceptions and policies on education that they tried to implement during their tenure. With such instability in the system of governance, coupled with constant changes in "Ministers of" "Ministers for" and "commissioners for" one should not be surprised at the level of the crises the nation's education system has witnessed over the years and the inconsistency and often contradictory nature of the educational policies and practices. Its one step forward and two steps backward."

2. Equalization of Opportunity and Admission Placement

The practice of the policy of equalization of opportunity covers all aspects of the life of Nigerian people. However, the focus of this study is on the practice of this policy in University education with particular attention to admission and its effect on the University system. Onyeoziri (1989) noted that the principle of equalization which derive from the federal character policy has become most important consideration in admissions, establishment of universities, recruitment and promotion of staff in federal educational institutions.

The quota system is the formula used in the equalization of educational opportunity through its influence on admission matters. Onwuka (1991) believed that the quota system which stipulates the number of candidates which should come from each

State whether qualified or not is one of the euphemisms that has to be practiced in the equalization process in education. Yoloye (1989) opined that the form of quota system in practice in Nigeria is one borne out of a “reasoned compromise”.

According to him this is based on four elements namely: academic merit, educationally disadvantage state, catchment areas, and discretion.

Table 2.1: Admission Policy into Nigeria Tertiary Institution

Admission Policy Factors	Percentage
Merit	45%
Catchment Areas	25%
Educational less Privilege State	20%
Discretion of the University VC	10%

Source: National University Commission (2017)

Academic merit is determined by the scores in the University Matriculation Examination (UME) conducted by the Joint Admission and Matriculation Board (JAMB), WAEC/NECO or London/GCE A – level examination. The policy on educationally disadvantage states” is seen as another euphemism in the application of admission policy under the federal character concept. According to a Federal Government Circular (FME/S/518/VO/01/99 of 2nd September 1983) in Okwori (2005, pp. 55 – 56) educationally disadvantaged States in Nigeria are Bauchi, Benue, Borno, Cross-River, Gongola, Kaduna, Lagos, Niger, Plateau, Rivers and Sokoto.

“Catchment Area” is another phrase in the admission policy to promote equalization of educational opportunity. “Catchment area’ refers

to the locality in which federal universities are established. This policy stipulates that the states in the immediate vicinity of each University should derive special preferences in terms of admissions. The admission policy of “discretion” opportunity is given to universities to cater for good candidates that would be adversely affected in the process of applying the various quota system guidelines. The most current guideline on admission approved by the Federal government of Nigeria through the National Universities Commission (NUC, 1999) is as follow: Merit = 45%, Catchment area = 25%; disadvantaged states = 20% (NUC 1999, P. 5). In the application of these criteria it is important to note the following proviso by the Federal Government through the NUC (1999).

Table 2.2: University of Ibadan Admission Policy in Distance Learning Education

Admission Policy Factors	Percentage
Merit	90.00%
Catchment Areas	0.00%

Educational less Privilege State	00.00%
Discretion of the University VC	10.00%

Source: University of Ibadan Record Office (2017)

Table 2.2 shows that University of Ibadan policy on admission to Distance Learning education is 90% merit based and 10% discretionary admission of the University Vice-Chancellor. In other words, UI's admission process is not only tough and transparent, but also absolutely merit-driven. This is because the university sees all the states of the federation as its catchment areas. Thus, admission slots are highly competitive, available only to the best of the best candidates, irrespective of socio-economic and parental backgrounds.

3. Lack of Planning and Management in Policy Implementation

The gap that often exists between policy formulation and implementation provokes inquiry to identify factors that constrain the effective implementation of educational policies. The problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation. Ukeje (2006) have stated clearly that good planning will ensure effective implementation. Good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social environment, political environment, and financial and statistical problems. It is in recognition of this observation that Aghenta (1984) noted:

For education to achieve all ends, it has to be carefully planned. The plan must take into consideration ... the needs of the society; the political, socio-cultural, economic, military, scientific, and technological realities of the environment are very important to its survival.

4. Poor Standard of Tertiary Education in Nigeria

Much of university teaching in Nigeria is based on traditional pedagogy and conventional curricula, and does not even meet the government's own standards in these areas. In today's world, the content and method of Nigerian university teaching is often outdated, not responsive to employers' requirements, and disconnected from the labor market. Likewise, its research output is extremely low and unable to

prompt innovation-based productivity gains. To increase the relevance and effectiveness of teaching and research, classroom dynamics may need to focus more on student learning performance, academic programs could seek stronger linkages with employers, and universities might pursue knowledge coalitions with other institutions that possess a comparative advantage in aspects of teaching and research.

One major factor affecting access to education has to do with the problem of curriculum. The curriculum of Nigerian universities is presently defective (Ajayi, Adeniji and Adu, 2008), This may have arisen because of lack of relevance of academic programmes, loss of programme focus by some specialized universities to match graduate output to national manpower requirements. ((Federal Ministry of Education, 2009). Because of the obvious deficiencies in the curriculum at all levels of education in Nigeria especially in relation to relevance and adequacy of content to meet contemporary needs of a knowledge society, major stakeholders of tertiary education in Nigeria (National Universities Commission, National Commission for Colleges of Education and the National Board for Technical Education) are now taking steps to revise higher education curricular. In the area of poor curriculum delivery, the use of lecture method in our universities can be traced to poor quality preparation and perhaps resource inadequacy (Okebukola 2009). One may not also forget the high student and academic staff ratio, leading academic staff to teach up to six courses in a semester, at times, at both the undergraduate and higher degree levels.

5. Poor Quality of Tertiary Education in Nigeria

The quality of higher education programs at both undergraduate and post-graduate levels at Federal institutions is the responsibility of the Nigerian University Commission through its accreditation activities. There is need to rethink and redirect the accreditation processes in order to promote and restore quality in the system of higher education. It is often assumed that the accreditation process promotes quality too. This has obviously not been the case in the Nigerian system of higher education. There is need to focus on quality promotion activities such as the provision of adequate resources linked to

institutional plans, rationalization of academic programs in institutions, and in the regions, through cooperation activities, and staff development programs. Overcrowding at institutions and inadequate funding resources are contributing factors to the decline in the quality of higher education. The system has far outgrown the resources available to it to continue offering high-level quality education. Inadequate funding has resulted in problems such as the breakdown and deterioration of facilities, shortages of new books and current journals in the libraries, supplies for the laboratories, and limited funding for research.

Institutional and system planning is critical for the restoration of quality in the system. The plans developed must be linked to realistic budget plans. Through planning, issues of uncontrolled growth in the number of students, programs, and institutions, could be addressed. Regional and national development needs could be met through regional collaboration as well as by improvement of efficiency of the system. Regional collaboration will not be easy amongst institutions that by nature are competitive. Nevertheless, it could be promoted through cost-sharing activities and quality improvement that will allow institutions to collaborate effectively. Other forms of academic cooperation used internationally need to be explored. Institutional mergers could also be considered, bearing in mind the complexity of the exercise, extensive time investment, skills and resources needed.

Other factors contributing to the decline in quality are the unstable environment due to frequent strikes by students or staff, the quality of students admitted to programs, and the quality of the academics recruited. These factors need to be taken into consideration in order to promote and restore quality in the system of higher education in Nigeria.

The quality assurance and quality control mechanism for guaranteeing the quality of academic programmes of all Nigerian universities is the periodic programme accreditation carried out by the National Universities Commission. According to Lawal, Ossai and Ekundayo (2008), quality assurance is generally understood as the process by which a producer of a service or product can be confident of its consistency, reliability, safety and to some extent, its value for money.

In this regard, the report of the NUC accreditation exercises carried out in 2005 and 2006 revealed that none of the programmes evaluated in five private universities failed accreditation, as they either earned full or interim accreditation categories. Specifically, of the eleven programmes evaluated in Covenant University, Ota, seven earned full accreditation,

while four earned interim status. It was on the strength of this performance that the Chancellor proudly announced that the university “was moving from accreditation success to distinction” (Obasi, 2007).

3. METHODOLOGY

The purpose of the investigation was to find out the admission policy in distance learning education. The study was conducted in University of Ibadan.

Population

This study population consists of non academic and academic staff members of Distance Learning Institute University of Ibadan. A total population of five hundred persons were selected to provide the required data for this investigation.

Sample Size and Sampling Technique

The study population of 300 was considered useful and was therefore adopted as the study sample. In view of this a sampling technique was therefore not necessary.

Research Design

The design used for the study was a survey method which involved administering copies of a questionnaire to the respondents and retrieving same after completion.

Instrument for Data Collection

The main instrument used for the investigation was a questionnaire known as “Admission Policy and Distance Learning Education” (APDLEQ) designed by the researcher. The instrument considered the influence of the following admission criteria on the quality of University education in Nigeria: Quota System, Catchment area and discriminatory fees. The APDLEQ was designed after the likert modified five point type scale with response options of Strongly Agree (SA) = 5; Agree (A) = 4; Indifferent (ID)=3, disagree (DA) = 2; and Strongly Disagree (SD) = 1.

Data Analysis Procedure

The data obtained through the questionnaire were analyzed through frequency counts and weighting of the responses. The chi square statistical method was used to answer the research questions. The formula for chi square is provided below:

$$X^2 = \sum \frac{(Fo - Fe)^2}{Fe}$$

Where

fo = the observed frequencies

fe = the expected frequencies

4. RESULT AND DATA ANALYSIS

The total number of students who participated in this study was three hundred students. But only two hundred and forty five students returned

questionnaire were found useful for analysis. Results of the statistical analysis of the data are presented in

the following tables:

1. Research Questions One:

Is quota system of admission policy applicable in distance learning education in University of Ibadan (UI)?

Table 4.1 Frequency Distribution of Quota System of Admission Policy in Distance learning Education University of Ibadan

Response	Observed (N)	Expected (N)	Residual
Strongly Agree	9	49.0	-40.0
Agree	23	49.0	-26.0
Indifferent	7	49.0	-42.0
Disagree	107	49.0	58.0
Strongly Disagree	99	49.0	50.0
TOTAL	245		

Source: (Field Survey, 2018)

Table 4.1 reveals that many more respondent agree that quota system on admission policy is applicable in distance learning education in University of Ibadan. While very fewer respondents disagree with this proposition. The distribution table above shows

that 84.08% of the respondents oppose the view that there is quota system of admission policy in distance learning education in University of Ibadan. See table below.

Table 4.2: Chi-Square Test

Quota System Policy on Admission in Distance Learning Education University of Ibadan	
Chi-Square (a)	9.720
DF	8
Asymp. Significance	0.000

a 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 49,0. Source: SPSS computerized result

Degrees of Freedom = (C - 1)(R - 1) = 2(4) = 8

C represent Column, R represent Row

Chi Square distribution table of 8, Degree of Freedom at 0.005 (Alpha) is 21.9550

The data revealed that there is no quota system on admission policy in distance learning education University of Ibadan. Findings above is inconsistent with Okoroma (2008) assertion that the problems of admissions into Nigerian Universities and the maintenance of adequate standards have been associated with some unpopular policies adopted by the Federal Government of Nigeria to address the inadequacy in the number of admission places in the

University system. Among the unpopular policies included are: Quota system policy provided the allocation of certain percentages of admission places into Nigerian Universities based on populations, ethnic considerations and States of Origin and Backwardness factor policy ensured that a certain percentage of admission chances was reserved for the indigenes of States considered to be educationally disadvantaged or backward.

2. Research Questions Two:

Is Catchment area policy considered for students' admission in distance learning education in university of Ibadan?

Table 4.3 Frequency Distribution of Catchment Area policy of Admission in Distance learning Education University of Ibadan

Response	Observed (N)	Expected (N)	Residual
Strongly Agree	9	49.0	-40.0
Agree	17	49.0	-32.0
Indifferent	32	49.0	-17.0
Disagree	97	49.0	48.0
Strongly Disagree	90	49.0	50.0
TOTAL	245		

Source: (Field Survey, 2018)

Table 4.3 above reveals that majority of the respondent disagree with the opinion that there is catchment area on admission policy in distance learning education in University of Ibadan. Finding revealed that 76.33% of the respondents supported the view that that there is no catchment area policy on admission in distance learning education University of Ibadan. It is shown above that 6.94%

and 3.67% respondents indicate agree and strongly agree respectively when asked whether there is catchment area policy on admission in distance learning education University of Ibadan. Therefore, we hold the view that there is no catchment area policy on admission in distance learning education in University of Ibadan

Table 4.4: Chi-Square Test

Quota System Policy on Admission in Distance Learning Education University of Ibadan	
Chi-Square (a)	18.85
DF	8
Asymp. Significance	0.000

a 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 49,0. Source: SPSS computerized result

Degrees of Freedom = (C - 1)(R - 1) = 2(4) = 8

C represent Column, R represent Row Chi Square distribution table of 8, Degree of Freedom at 0.005 (Alpha) is 21.9550

The data revealed that there is no catchment area on admission policy in distance learning education in University of Ibadan. Findings deduced from this study is in line with (Sannu, 2018) report on Guardian Newspaper that University of Ibadan admission process is not only tough and transparent,

but absolutely merit-driven. This is because, the University sees all the states of the federation as its catchment areas. Thus, admission slots are highly competitive, available only to the best of the best candidates, irrespective of socio-economic and parental backgrounds.

3. Research Questions Three:

Does admission policy in distance learning education in university of Ibadan offer equal school fee?

Table 4.5 Frequency Distribution of Discretionary fee on Admission Policy in Distance learning Education University of Ibadan

Response	Observed (N)	Expected (N)	Residual
Strongly Agree	15	49.0	-34.0
Agree	4	49.0	-45.0
Indifferent	7	49.0	-42.0
Disagree	122	49.0	73.0
Strongly Disagree	97	49.0	48.0
TOTAL	245		

Source: (Field Survey, 2018)

The frequency distribution in table 4.5 above reveals that majority of the respondent agree that admission policy in distance learning education university of Ibadan offer equal school fee For both local indigenes and other indigenes. The data shows that 89% of the respondents supported the view that admission policy in distance learning education university of Ibadan offer equal school fee for both

local indigenes and other indigenes. On the other hand, 8% of the respondents disagree with the admission policy in distance learning education university of Ibadan offer equal school fee for both local indigenes and other indigenes. While 3% of the respondents indicate indifferent in response to their view.

Table 4.6: Chi-Square Test

Discriminatory Fee Policy on Admission in Distance Learning Education University of Ibadan	
Chi-Square (a)	15.86
DF	8
Asymp. Significance	0.000

a 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 49,0. Source: SPSS computerized result

Degrees of Freedom = $(C - 1)(R - 1) = 2(4) = 8$

C represent Column, R represent Row

Chi Square distribution table of 8, Degree of Freedom at 0.005 (Alpha) is 21.9550

The data revealed further that there is no discriminatory fee for indigenes of the localities in distance learning education in University of Ibadan. Findings above does not corroborate with Okoroma (2008) study that shows a significant relationship between discriminatory school fee and admission policy in Nigeria University. He emphasize that the admission policy that permits a discriminatory charging of school fees based on state of origin is a potential factor for the reduction of standards. This is true because some academically good candidates are usually unable to afford the financial costs of their education. On the other hand, some academically weak candidates are usually financially strong and therefore offered admission opportunities even when they may not be qualified. Educational quality will consequently be affected.

5. CONCLUSION AND RECOMMENDATION

This study examined admission policy in distance learning education in University of Ibadan and certain truth were revealed in the course of this study. The findings of this study revealed that there is no quota system on admission policy in distance learning education in University of Ibadan, that there is no catchment area on admission policy in distance learning education in University of Ibadan and that there is no discriminatory fee for indigenes of the localities in distance learning education in University of Ibadan. This paper has given rise to the following conclusions.

1. The policy that reserves an agreed percentage of admission opportunities for communities or states that are educationally backward gives room for the acceptance of intellectually deficient candidates as students is not a factor for consideration for admission into University of Ibadan Distance Learning Education programme.
2. The policy of catchment area which allocates an agreed percentage of admission places to candidates from the locality of the University is not a factor for consideration for admission into University of Ibadan Distance Learning Education programme.
3. The admission policy that permits a discriminatory charging of school fees based on state of origin is not a factor for consideration for admission into University of Ibadan Distance Learning Education programme and is a potential factor for the reduction of education standards. This is true because some academically good candidates are usually unable to

afford the financial costs of their education. On the other hand, some academically weak candidates are usually financially strong and therefore offered admission opportunities even when they may not be qualified.

The following recommendations are based on the results of the study to assist Universities in Nigeria particularly and developing countries in general adopt more acceptable admission criteria with the potentials to enhance educational standards.

1. The catchment area and quota policies which are considered for the students into tertiary institutions admission should be deemphasized. Rather than compromising the quality of education through these policies, universities should design programmes for the physical development of their immediate communities through the extension of social services within the limits of available resources.
2. Educationally backward States should develop remedial programmes for their indigenes to prepare them for competitive University admissions.
3. The policy on discriminatory fees should be moderated to ensure that too wide gap is not created between the rich and the poor.

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