STUDENTS' PERCEPTION AND ATTITUDE ASSESSMENT OF TEACHERS' EFFECTIVENESS IN NATIONAL OPEN UNIVERSITY STUDY CENTRES, BENIN CITY, EDO STATE

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BY

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BEING A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATION, FACULTY OF ARTS AND EDUCATION, AND SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF POSTGRADUATE DIPLOMA IN EDUCATION OF BENSON IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE.

OCTOBER, 2025

DECLARATION

I, Ogbewi, Etinosa Wilfred do hereby declare that this project is entirely my work and composition. The work embodied in this project has not been submitted in candidature on any degree and is not concurrently being submitted to any other degree. All references made to the work of other people have been duly acknowledged.

_____ _____

Ogbewi, Etinosa Wilfred **Date**

CERTIFICATION

We certify that this work is adequate in scope and content for the award of Postgraduate Diploma in the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City.

_____ _____

Prof. M. I. Abikwi **Date**

Project Supervisor

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Dr. J. O. Agboola **Date**

Head of Department

DEDICATION

I dedicate this study to God Almighty in recognition of his grace and mercy that has been a beacon of strength throughout my Educational Journey. Also, to my parents Mr. & Mrs. Anthony Ogbewi who stood by me throughout the journey

AKNOWLEDGEMENT

The successful completion of this project was made possible by the support the researcher received from individuals who deserve special thanks. He uses this medium to express his deepest gratitude to the following individuals for their invaluable support and contributions throughout the journey to complete this study: He acknowledges the immense guidance and contribution received from my supervisor, Prof. M. I. Abikwi, thanks for your unwavering guidance, insightful feedback, and continuous support. Your expertise and mentorship were instrumental in shaping the direction of this research and refining its quality. He also wants to thank the former Head of Department Dr. C. J. Okafor for her support and push for us to complete the course in record time. He also thanks the current Head of Department Dr. J. Agboola for his support too, He also appreciates all the lecturers in the department

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ABSTRACT

Distance learning has become a dominant mode of higher education delivery in Nigeria, with the National Open University of Nigeria (NOUN) playing a leading role in its implementation. However, despite its widespread adoption, there is limited empirical evidence on students' perceptions and attitudes toward teachers' effectiveness in distance learning, particularly within NOUN study centres and across gender. This study therefore examined students' perceptions and attitudes toward teachers' effectiveness in distance learning at NOUN Study Centres in Edo State. A descriptive survey research design was adopted for the study. Data were collected from 325 students using a structured questionnaire, and analysed using descriptive statistics and inferential statistics, including independent sample *t*-tests. The findings revealed that 83.7% of the respondents had positive perceptions of teachers' effectiveness in distance learning, while 73.2% demonstrated positive attitudes toward this mode of learning. Although female students recorded slightly higher perception scores and male students showed marginally higher attitude scores, the differences were not statistically significant.

Despite the widespread adoption of distance learning in Nigeria, there is limited empirical evidence examining students' perceptions and attitudes toward teachers' effectiveness in distance education across NOUN study centres, particularly with respect to gender differences.

The study concluded that students at NOUN Study Centres in Edo State generally hold favourable perceptions and attitudes toward teachers' effectiveness in distance learning, irrespective of gender. The findings highlight the importance of sustaining effective instructional practices and strengthening teaching strategies to enhance student engagement and learning outcomes in distance education.

Keywords: Distance Learning, Teachers' Effectiveness, Students' Perceptions, Students' Attitudes, Open and Distance Education, National Open University of Nigeria (NOUN).

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CHAPTER ONE

INTRODUCTION

Background to the study

Distance education was first recognized by the Nigerian government in 1959 when the Ashby Report recommended the establishment of a department of correspondence courses at the University of Lagos, while other institutions like the University of Ibadan and Ahmadu Bello University followed suit (Ashby, 1960; Ogunwale, 2016). They functioned as dual-mode institutions where conventional and distance education programs were run (Ogunwale, 2016). Less than two decades later, in 1976 the National Teachers' Institute (NTI), Kaduna, was established by the Nigerian Federal Government to produce qualified teachers to meet the requirements of the then Universal Primary Education (UPE). The Institute's enabling legislation charged NTI Kaduna to provide courses of instruction leading to the development, upgrading, and certification of teachers as specified in the relevant syllabus using distance education techniques. NTI courses were offered predominantly through print media while efforts were made to further disseminate instruction with the aid of an FM radio station donated by the Commonwealth of Learning (Ojo & Olakulehin, 2006).

Fast forward to the age of information technology, the landscape of education has been significantly transformed by the emergence of digital technologies, paving the way for innovative approaches to teaching and learning. There is an increased infusion of computer technology in education as ICT has promoted learning and made it easily accessible. Students can now stay in their homes or business places and receive lectures without seeing the lecturer (Adewole-Odeshi, 2014). The emergence of online learning platforms and digital resources has revolutionized traditional educational paradigms, offering unprecedented opportunities for access, flexibility, and

personalized learning experiences. this discourse will bet incomplete without highlighting the catalytic impact of COVID-19 pandemic in propelling the widespread adoption of online learning platforms (Bi, Javadi, & Izadpanah, 2023), this disruption in the educational process was due to the global lockdown and restriction of movements which forced everyone to go online. With educational institutions forced to adapt rapidly to remote instruction to ensure continuity of learning amidst lockdowns and social distancing measures, online learning became not just a convenience but a necessity.

The sudden shift to distance learning highlighted both the potential and challenges of digital education. While online platforms facilitated continued access to education during times of crisis, they also underscored the importance of effective teaching in virtual environments (Sun & Jun Zhang, 2023). As educators grappled with the complexities of transitioning their pedagogical practices to online settings, the efficacy of online teaching methodologies and their impact on student learning outcomes became a pressing issue (Glubochenko, 2023). Beyond the teacher's effectiveness, the attitude of the students also affects their perception of teaching effectiveness in a distance learning arrangement. Student motivation plays a significant role towards the efficiency of distance learning. As a result, the attitudes of students to distance learning forms a basis for their motivation and inclination to adopt remote learning (Glubochenko, 2023).

In the context of distance learning at the National Open University, several critical factors influence students' perceptions of teacher effectiveness (Ogunmola & Olusola, 2022). Timeliness of Feedback on Assignments is pivotal, as prompt and constructive feedback helps students gauge their understanding and improve their performance. When teachers provide timely feedback, it not only enhances the learning experience but also reinforces students' motivation and engagement.

Delays in feedback can hinder students' academic progress and affect their overall perception and experience with the course (Ogunwale, 2016).

Knowledge of Course Content is another crucial variable, encompassing the depth and accuracy of the information provided by instructors. A teacher's knowledge of the course content refers to their deep understanding of the subject matter they are teaching. This includes mastery of key concepts, theories, facts, and methods relevant to the course, enabling them to present information accurately, answer student questions effectively, and connect the material to real-world applications. A strong grasp of the course content is essential for delivering high-quality instruction and fostering student learning. Teachers' expertise in the subject matter significantly impacts the quality of instruction and students' ability to grasp complex concepts. Teachers' expertise refers to their comprehensive knowledge, skills, and experience in both the subject matter they teach and the methods of instruction. This expertise allows them to design effective lessons, address diverse learning needs, and provide valuable insights that enrich the educational experience. Teachers with strong expertise are better equipped to inspire and guide students, fostering deeper understanding and academic success. Equally important are Communication and Connection Skills, which refer to teachers' effectiveness in engaging with students and facilitating interactions within the virtual classroom. Communication and connection skills are crucial for teachers in virtual classrooms, as they involve effectively engaging with students and fostering meaningful interactions. These skills enable teachers to convey information clearly, encourage participation, and create a supportive online learning environment. By maintaining open channels of communication and building strong connections, teachers can better understand student needs, provide timely feedback, and enhance the overall learning experience. (Ojo & Olakulehin, 2006).

In addition, gender has emerged as an important variable in studies of distance and online learning, particularly in relation to students' perceptions, attitudes, and engagement with instructional practices. Research suggests that male and female students may experience and respond to distance learning differently due to variations in access to technology, learning preferences, communication styles, and socio-cultural expectations (UNESCO, 2019; Sidi et al., 2023). In many developing contexts, including Nigeria, gender-related factors such as digital literacy gaps, domestic responsibilities, and socio-economic constraints may further influence how students perceive teachers' effectiveness and interact with online learning environments. While some studies report no significant gender differences in students' attitudes toward distance learning, others indicate subtle variations in perception, motivation, and satisfaction with instructional delivery. These mixed findings highlight the need for context-specific investigations that examine whether gender influences students' perceptions and attitudes toward teachers' effectiveness in distance learning, particularly within open and distance learning institutions such as the National Open University of Nigeria.

Against this backdrop, there is a need to examine students' perceptions and attitudes toward teachers' effectiveness in distance learning in the National Open University. While numerous studies have explored various aspects of online learning (Adewole-Odeshi, 2014; Sidi, Shamir-Inbal, & Eshet-Alkalai, 2023), there seems to be a dearth of studies focusing on students' perception and attitude towards teacher's effectiveness in distance learning in national open university study centres. This presents a conspicuous empirical gap in understanding concerning the perceptions and attitudes of students towards teacher effectiveness in distance learning arrangements especially as the National Open University has been a front-runner in distance education in Nigeria. Also, because students constitute the primary stakeholders in the education

process, their perspectives on the effectiveness of distance learning on their learning experience and education are important in shaping the future of digital education.

Therefore, this study aims to investigate the students' perceptions and attitudes toward teachers' effectiveness in distance learning in the national open University, with a focus on identifying the factors influencing these perceptions and attitudes (Lugo, 2022). By exploring students' experiences, preferences, and challenges related to online instruction, this study seeks to shed light on the strengths and weaknesses of current instructional practices in virtual classrooms in respect to teaching effectiveness. Furthermore, the study will identify how student demographic patterns impact their perceptions of teacher effectiveness. This study aims to inform the development of tailored approaches to enhance online teaching practices and optimize student learning experiences.

Statement of the Problem

The rapid expansion of distance learning, accelerated by the COVID-19 pandemic, has transformed higher education delivery, making teacher effectiveness a critical factor in student engagement and learning outcomes (Anderson, 2004). While existing research has addressed technological infrastructure and general student satisfaction in online learning, there is limited empirical evidence on students' perceptions and attitudes toward teacher effectiveness, particularly in open and distance learning institutions in Nigeria.

At the National Open University of Nigeria (NOUN), a leading provider of distance education, there is a paucity of studies examining how students evaluate key aspects of teaching, such as mastery of course content, instructional clarity, and the connection between theory and practice. This gap constrains the development of evidence-based teaching strategies, professional development, and policies tailored to the needs of distance learners.

This study, therefore, seeks to address the insufficient understanding of students' perceptions and attitudes toward teachers' effectiveness in NOUN's distance learning programs, providing insights to enhance instructional quality, student engagement, and overall learning experiences.

Purpose of the Study

The main objective of this study is to examine students' perceptions and attitudes towards teachers' effectiveness in distance learning in the National Open University Study Centres in Edo state. Specifically to examine:

1. students' perception of teachers' effectiveness on distance learning in the National Open University Study Centres in Edo State
2. students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centres in Edo State
3. students' perception of teachers' effectiveness on distance learning in the National Open University Study Centres in Edo State based on gender
4. students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centres in Edo State based on gender

Research Questions

1. What is students' perception of teachers' effectiveness on distance learning in the National Open University Study Centres in Edo State?
2. What is students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centres in Edo State?
3. What is students' perception of teachers' effectiveness on distance learning in the National Open University Study Centres in Edo State based on gender?

4. What is students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centres in Edo State based on gender?

Hypothesis

The following research hypothesis were formulated in their null form

$H_{0\ 1}$: There is no significant difference in students' perceptions of teachers' effectiveness in distance learning at the National Open University Study Centres in Edo State.

$H_{0\ 2}$: There is no significant difference in students' attitudes toward teachers' effectiveness in distance learning at the National Open University Study Centres in Edo State.

$H_{0\ 3}$: There is no significant difference in students' perceptions of teachers' effectiveness in distance learning at the National Open University Study Centres in Edo State based on gender.

$H_{0\ 4}$: There is no significant difference in students' attitudes toward teachers' effectiveness in distance learning at the National Open University Study Centres in Edo State based on gender.

Significance of the Study

This study is significant for several reasons. By providing empirical data on students' perceptions and attitudes towards teacher effectiveness in distance learning at the National Open University, Simply put, this study will benefit the following groups as follows:

Government: This study will help the Nigerian government improve distance education by providing insights into students' perceptions of teaching effectiveness. The findings can inform better policies and funding strategies to enhance online education quality and address the specific challenges faced by distance learners.

Policy Makers: For policymakers, this study offers data on students' views of teacher effectiveness in distance learning. This information is crucial for crafting effective educational

policies, developing professional training programs, and refining online teaching practices to improve learning outcomes.

Teachers: Teachers will gain valuable feedback on their performance from students' perspectives, helping them refine their teaching methods. Understanding students' views on feedback timeliness, course knowledge, and communication will aid in enhancing teaching practices and student engagement.

Parents: Parents will benefit from insights into the effectiveness of distance learning programs. The study provides information on how well teachers are performing, helping parents support their children's education and advocate for improvements in online learning environments.

Students: This study directly addresses students' views on their distance learning experiences. By highlighting factors affecting their perceptions of teaching effectiveness, it aims to improve online education quality and ensure a better learning experience.

Academics: Subsequent studies can build on this work to explore more deeply the intricate relationships between various demographic factors and online learning experiences, leading to more comprehensive and inclusive educational research. Ultimately, by identifying what works and what doesn't in current online teaching practices, this study aims to inform the development of optimized online learning environments, improving student satisfaction, engagement, and academic performance, and contributing to the success of online education initiatives.

Scope of the Study

This study focuses on examining Students' perceptions and attitudes of students towards teacher effectiveness in distance learning at the National Open University centres in Edo State. The National Open University has three (3) study centres in Edo state (Benin, Fugar and Uromi

Study Centres). Variable like gender was examined alongside the independent variable to ascertain its impact on the dependent variable.

Operational Definition of Terms

1. Pedagogical Practices: Refers to the methods and strategies used by teachers in delivering online education.

2. Engagement: Refers to the level of participation and involvement students' exhibit in their online learning activities.

3. Teacher Effectiveness: This refers to the degree to which teachers at National Open University study centres successfully deliver educational content and facilitate learning outcomes in an online environment. In the context of this study, it borders around the ability of teachers to engage students, communicate knowledge effectively, and foster a productive online learning environment.

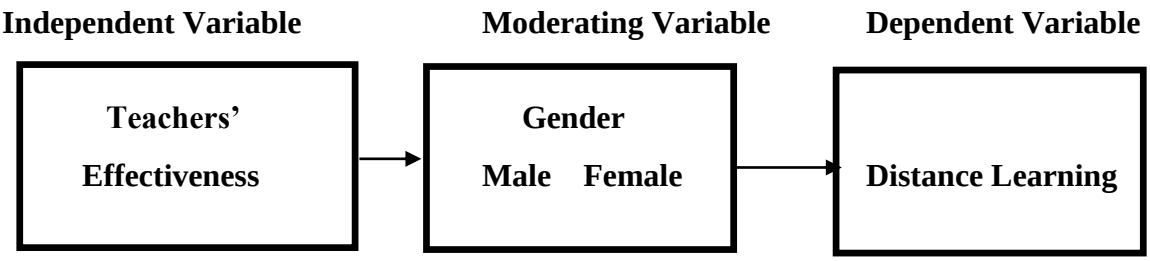
4. Distance Learning: This refers to a mode of education where teachers and students are physically separated and rely on digital platforms and technologies to conduct instructional activities. For this study, distance learning refers to the online educational programs and courses offered by National Open University study centres.

CHAPTER TWO

LITERATURE REVIEW

This chapter provides a review of literature on students' perceptions and attitudes towards teachers' effectiveness in distance learning at National Open University Study Centres in Edo State. The chapter is organized and discussed under several key sub-headings: the conceptual framework, the theoretical framework, the empirical review, and the Summary of Literature Review.

Conceptual Framework / Model



Conceptual Review

Research in distance education has grown increasingly comprehensive due to the evolving demands on the educational system over time (Muthuprasad, Aiswarya, Aditya, & Jha, 2021; Ojo & Olakulehin, 2006; Okpala, 2021; Osam & Ekpo, 2009). The conceptual review (Figure 1) of the study presents the interrelationship between the independent variables (Teachers' timelines in providing feedback, Teachers' knowledge of the course content, Students' Attitudes towards teachers' overall effectiveness, Teachers' communication and connection skills) and the dependent variables (Teachers' timelines in providing feedback, Teachers' knowledge of the course content, Teachers' communication and connection skills) in this study.

National Open University Nigeria

The National Open University of Nigeria (NOUN) is a premier institution for open and distance learning in Nigeria. Established in 1983 and revitalized in 2002, NOUN aims to provide accessible and flexible higher education to a diverse population. The university operates through a network of study centers across Nigeria, offering a wide range of undergraduate and postgraduate programs (Okpala, 2021). in recent times, distance learning has become a prominent feature and option in education and this was catalyzed by global lockdown that was enforced due the COVID-19 pandemic (Muthuprasad et al., 2021) however, this sustainability of this shift in educational methods was further strengthened by widespread adoption of information and communication technology (ICT), Students in higher education institutions worldwide have experienced significant changes (Adewole-Odeshi, 2014).

NOUN's mission is to democratize education by removing barriers such as location, age, and financial constraints, making it possible for many Nigerians to pursue higher education while balancing other responsibilities (Ojo & Olakulehin, 2006). Utilizing modern technologies, NOUN delivers course materials through various media, including online platforms, printed materials, and multimedia resources. This approach ensures that students can learn at their own pace and convenience (Okpala, 2021).

Concept of Distance Education

The term 'Distance Education' describes an educational method where the learner and teacher are partially separated by time and location. (Keegan, 1996). In distance education, the instructor and teaching methods are integrated into the learning materials, commonly known as Study Materials, which are created to serve as a self-directed learning guide for the student (Koca,

Kılıç, & Dadandı, 2023). Distance learning presents easy access to education, breaking down geographical barriers and making it possible for students to learn from anywhere in the world. It provides flexibility for individuals who might have demanding schedules, family obligations, or other commitments that make traditional classroom settings challenging, this disruption in teaching methods however, possess pedagogical value that influences students to perceive the creation and acquisition of knowledge in a new way (Ojo & Olakulehin, 2006).

Concept of Students' Perception

Students' Perception refers to is the process by which individuals interpret and organize sensory information to understand their environment. Bringing it to educational context Student perceptions encompass their thoughts, beliefs, and feelings regarding people, situations, and educational events. It encompasses how they process sensory input (such as visual, auditory, and tactile information), how they construct meaning from what they learn, and how they form attitudes and beliefs about the material they are studying. Perception in education influences how effectively students grasp new concepts, retain information, and apply knowledge in practical situations. It is shaped by prior knowledge, cognitive abilities, emotional state, cultural background, and the learning environment (Schunk & Meece, 1992).

Concept of Teacher's Effectiveness

Teacher effectiveness is an educational policy initiative that assesses the quality of an educator's performance based on their ability to enhance student learning (Parvez, 2023). Ogunmola and Olusola (2022) states that effective teaching demands a high degree of creativity in analyzing, organizing, and presenting knowledge using innovative and efficient methods.

According to Omoifo and Urevbu (2007), effective teaching involves the teacher's use of clearly defined objectives and structured lessons that enable students to acquire relevant knowledge. It also includes adapting this knowledge to classroom and other related problems, fostering independent thinking and decision-making, and utilizing effective assessment techniques. Kola et al. (2015) highlighted assessment and feedback, maintaining a positive environment, motivation, content knowledge, students', homework, keeping interaction and communication with students open within and outside the classroom as role of effective teachers while reiterating that effective teachers do not ignore complex concepts or topics in the curriculum. Instead, they make every effort to ensure these concepts are meaningful to students.

Effective teaching involves a high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. According to Okolie (2014), the quality of a teaching program cannot surpass the quality of its instructors; teaching is an extremely personalized endeavor, and the relationship between students and teachers is a key factor in ensuring learnings is achieved.

Feedback and Learning

Within educational research, feedback has been typically viewed as a one-way transformative process where information is given to the student to cause modification of actions and result in learning (Shute, 2008). Hattie and Timperley (2007) define feedback as information provided by an agent (e.g. teacher, peer, book, parent and self/experience) regarding aspects of one's performance or understanding that reduces the discrepancy between what is understood and what is aimed to be understood. Cook, Nillas, and Advisor (2022) state that the quality of feedback given to students is instrumental in whether or not they have the motivation to improve and have

positive attitudes toward school and assignments/ homework. Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed. It is but part of the teaching process and is that which happens second—after a student has responded to initial instruction—when information is provided regarding some aspect(s) of the student's task performance (Hattie & Timperley, 2007).

In order to properly evaluate the concept of feedback in learning, a principle that encapsulate the conditions for effective feedback. These include the need to: (1) clarify expectations and standards for the learner; (2) schedule ongoing, targeted feedback within the learning period; (3) foster practices to develop self-regulation; and (4) provide feed forward opportunities to implement the feedback and close the feedback loop (Brooks et al., 2019).

Frequency of Feedback, and Relevance of Feedback were identified by Cook et al. (2022) as key parameters to evaluate the impact of feedback on learning. Hattie & Timperley (2007) presented a model to gauge feedback, it stated that effective feedback must answer three major questions asked by a teacher and/or by a student: Where am I going? (What are the goals?), how am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?) These questions correspond to notions of feed up, feedback, and feed forward. This model is referred to as the Hattie and Timperley's (2007) Model of Feedback which can be seen below:

Culver, Landry, Mogensen, and Young, (2016) State that for feedback to be effective in the learning process, it needs to meet certain criteria, Gibbs and Simpson (2004) propose eleven conditions to improve the quality feedback, in summary the conditions state that Effective feedback is essential for learning, and several conditions must be met to ensure its effectiveness.

Firstly, sufficient assessed tasks need to be provided so that students dedicate enough study time to grasp the course material. These tasks should engage students, guiding them to allocate the appropriate amount of time and effort to the most critical aspects of the course. When students tackle these tasks, they should be involved in productive learning activities that are suitable for their academic level. The assessment process must communicate clear and high expectations to motivate students to strive for excellence. Feedback should be provided frequently and with sufficient detail to be truly helpful. It must focus on students' performance and learning actions that are within their control, rather than on their personal characteristics. Timeliness is also crucial; feedback must be given while it is still relevant to the students and in time for them to apply it to future learning or assessments. Additionally, feedback needs to be aligned with the purpose of the assignment and its criteria for success, ensuring clarity regarding what is expected and how to achieve it. It must be clear and match the students' understanding of their tasks. Finally, students must receive, pay attention to, and act upon the feedback, using it to make necessary improvements and adjustments to their learning strategies. These conditions collectively ensure that feedback is an effective tool for enhancing student learning and performance.

Knowledge of pedagogy and course content

Content knowledge can be referred to the body of knowledge –facts, vocabulary, ideas, theories, and principles relating to a subject or field of study which a teacher must master in order to perform their job effectively (UNESCO, 2024). Content knowledge is very important and a serious factor to be considered for any effective teacher. It borders around what a teacher knows and the teacher’s ability to pass it across to the students as There is no way a teacher who is deficient in the subject knowledge will be effective in teaching (Kola et al., 2015). In addition to content knowledge, knowledge of pedagogical content equips the teacher with the ‘know how

required to organize and present the content in a manner that makes it accessible for increasingly diverse groups of learners'(Shulman, 1987). An effective teacher should be to display requisite pedagogical insight and professional qualities and utilize same to guide the teaching/learning process to the point of achieving stated educational objectives (Okolie, 2014). Shulman (1987) presented different dimensions of teachers' knowledge which he calles "the structure of knowledge" which can help gauge the teachers, capabilities and they are; "— general pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter; — curriculum knowledge, with particular grasp of the materials and programs that serve as "tools of the trade" for teachers;

Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding;

knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and

Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds." By mastering these dimensions, teachers can better gauge their capabilities and enhance their instructional practices, ultimately leading to more effective and meaningful learning experiences for their students. the conditions were grouped under Influences of assessment on the volume, focus and quality of studying, and the influence of feedback on learning

Communication and making connections with students

Communication is the sending and receiving information from sender to receiver through different means (Yisa, Mustapha, Mustapha, & Umaru, 2021). Teaching and learning activities will not occur without the learning process or delivery of learning objects. Lecturers with good

communication skills will make learning and teaching activities successful (Wulandari, 2023). Different authors and researchers have defined communication in different ways but, the basic of it all is that it comprises of: sender, message, channel or medium, receiver and feedback. Effective communication borders around the ability of the teacher to give understandable ideals, knowledge or information which can be received by the students so that it can be understood and acted upon. In order word, for effective communication to take place the teaching process in the classroom has to be cleared, specific, meaningful, simple and feedback confirming that the message is well received, because it has meet up the targeted learning objective (Yisa et al., 2021). Information to be adequately decoded by the receiver. When someone passes an information, communication cannot be said to have taken place until it is understood by the receiver(Amadi & Kufre-Paul, 2017). Phil and Ed (2019) state that communication can broadly be characterized in two: Verbal Communication and Nonverbal Communication.

Concept of Students' attitudes

While students' perception borders around how students construct meaning from what they learn, and how they form attitudes and beliefs about the material they are studying, Students' attitude refers to their positive or negative feelings and evaluations towards a particular object or class of objects (Ayaaba, 2013). Attitude plays a significant role in influencing how students behave during the teaching and learning process, including how they take actions to learn, how hard they work, how motivated they are, and so forth (Susanti, 2019). The concept of attitude has three components i.e., behavioral, cognitive and affective. These components can be linked to Three theoretical approaches which are; behaviorism, cognitivism and humanism respectively (Abidin, Pour-Mohammadi, & Alzwari, 2012).

First, the behavioral aspect refers to how one behaves and reacts in particular situations. Successful language learning enables learners to identify with native speakers and adopt various behaviors characteristic of the target language community. (Kara, 2009) stated, that positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, acquire information and skills useful for daily life, and engage themselves emotionally.

Second, the cognitive aspect of attitude involves the language learners' beliefs about the knowledge they receive and their understanding during the language learning process. This cognitive attitude can be classified into four steps: connecting previous knowledge with new knowledge, creating new knowledge, checking new knowledge, and applying new knowledge in various situations (Susanti, 2019).

Lastly, the emotional aspect of attitude encompasses all the emotional activities that students and teachers engage in during the teaching and learning process. Abidin (2012) states that attitude helps learners express their likes or dislikes toward objects or situations. It is agreed that the inner feelings and emotions of foreign language learners influence their perspectives and attitudes towards the target language.

Theoretical Review

This study is hinged on the constructivist theories as propounded by Jean Piaget (1896-1980) and Lev Vygotsky (1896-1934). They both believed that classrooms should be environments fostering constructivist approaches, but they had different perspectives on how this should be implemented. Constructivism, a progressive educational approach, asserts that individuals understand and retain information better when they construct it themselves. According to constructivist theories, learning is a social process involving language, real-world contexts, and interactions among learners (Ogunwale, 2016). Learners are at the heart of the learning process, influenced by their biases, experiences, the era they live in, and their physical and mental maturity. When motivated, learners use their will, determination, and actions to gather information, form hypotheses, test them through applications, interactions, or experiences, and draw verifiable conclusions.

Specifically, the Social Constructivism theory by Lev Vygotsky will be used to explain students perception of teacher effectiveness as it highlights the role of social interactions and cultural contexts in learning, offering a lens to understand how students' perceptions are shaped by collaborative and interactive teaching methods. While Self-Determination Theory will be used to explain students motivation and attitude towards learning. Self-Determination theory focuses on the role of motivation in learning and can help explore how teaching practices that foster autonomy, competence, and relatedness impact students' perceptions of teaching effectiveness.

EMPIRICAL REVIEWS

Students' Perception of Teachers' Effectiveness of Distance Learning

Okpala (2021) investigated the perceptions and challenges faced by students in open and distance learning (ODL) modes, particularly in response to the conventional education system's inability to keep pace with the growing demand for education. The study involved 500 students from the Abuja study center of the National Open University of Nigeria (NOUN), selected randomly. Data were collected using a well-structured and validated questionnaire called the "Students' Perception of Open and Distance Learning Questionnaire (SPODLQ)" and analyzed using Chi-square and simple frequency methods. Results indicated that NOUN students at the Abuja center have a positive perception of ODL. Additionally, there was no significant difference in perception between students of arts and science programs. A major challenge identified was the issuance of printed course materials. The study suggests that NOUN should continue their current practices while improving the quality of their offerings.

Moges (2017) explores students' perceptions of quality and challenges in Open Distance Learning (ODL) in Ethiopian higher education. Two research questions and one hypothesis were formulated for the study. The descriptive research design was used for the study. Using questionnaires and interviews, data were collected from 48 ODL students and four student leaders across four institutions. Analysis showed that students generally felt positive about interactivity, tutor communication, timetable structure, and module organization. However, challenges identified included institutional, instructional, social, psychological, and financial issues. The findings aim to inform policy for ODL programs, with recommendations to strengthen ODL units, ensure

students have suitable educational backgrounds, increase system flexibility, and enhance the use of information and communication technologies in ODL.

Ameyaw (2022) studied to determine distance education students' perceptions of online learning during the COVID-19 era. The descriptive design was employed to examine students' views on online learning. The population of the study was 876 students from all the campuses and learning centres of Valley View University (VVU) across the country. The Yamane (1967) sample size calculation formula was used to sample the respondents. The questionnaire was the only data collection instrument used in this study. The researcher sent copies of the questionnaire to the participants via Google forms. The IBM- Statistical Product and Service Solutions (IBM-SPSS) was used for the analysis. The study found that the perceptions of the majority of the students toward online learning were negative. The results revealed that smartphones were ranked first with a value of (RII = 0.659) as the devices used by students during online learning classes. The findings indicated that students found it difficult to access internet services when they were at home, with a value of (RII= 0.644). The study concluded that these findings have the potential to assist University Management in addressing all issues confronting distance learning students. It is suggested that the University's Administration should work with the various telecommunication networks to provide distance learning students with free internet data while they are at home to enable them to fully participate in online learning classes.

O'Malley, McCraw (1999) had two primary goals in their research: first to find out if students believe that OL/DL teaching methodologies are as effective as the traditional methodology and second what dimensions of OL/DL provide benefits to students. The survey contains 31 paired items (total of 62 items) where the same question was asked regarding OL and also of DL. In order to study the four constructs in their model, a questionnaire was developed based on indicators

found in Rogers' (1985) research and work done by Moore and Benbasat (1991). The indicators (questionnaire items) were modified to directly tap into each of the facets of our constructs, two independent experts reviewed the indicators. Based on their recommendations, indicators that were ambiguous were either eliminated or reworded to clarify the ambiguity. Items that did not tap the constructs in the model were eliminated. In addition, a set of demographic variables was added to the survey. This resulted in a survey with 128 items. A seven point Likert scale with strongly agree and strongly disagree as anchoring points was used. The survey was then administered to students at the participating university in a variety of business courses including management, accounting, finance, and information systems courses. A total of 128 questionnaires were collected. Approximately 54% of the respondents were female and 46% were male with an average age of 23.6 years. The majority of respondents (64%) had taken an OL course and a large minority (48%) had taken a DL course. A slightly larger percentage (67%) of the respondents had taken a course that combined traditional and OL methodologies. In a similar vein, 49.2% of the respondents had taken a course that combined traditional and DL methodologies. The results of a survey of 128 students indicated that students do not perceive that OL and DL are similar so separate analysis were conducted. The research indicated that students positively perceived that OL has a significant relative advantage to traditional methodologies. These advantages include saving them time, fitting in better with their schedules, and enabling students to take more courses. They do not believe that they learn more in OL courses and have concerns related to being able to contribute to class discussions. Interestingly, the students seem to be ambiguous when comparing OL to traditional methodologies. They prefer traditional courses to OL courses although they want more OL courses. Students seem to have much more negative beliefs about DL than OL. Generally, students do not perceive that DL is as effective as traditional methodologies. The only perceived benefit of

DL is that of working well with their schedules. In addition, students do not want to take more DL courses.

Majzoub (2024) investigated the importance of in-person learning to students' full perception of the teaching materials. The study hypothesized that in-person learning will facilitate perception of the content more than online learning. Moreover, it will ensure better interaction between the instructors and their students. Hence, the researcher distributed a survey among 65 female students to prove or disprove her hypothesis. The researcher analyzed the students' data using Google surveys analytics. The findings of the students' survey analysis indicate that 52.6% of the students prefer in-person learning over online learning, and 41% of the students agree that some teaching activities could fit only in in-person learning. Accordingly, the researcher recommended that: firstly, institutes should encourage in-person learning over online learning because it ensures more quality of learning. Secondly, teachers should create a more natural environment by exploiting all teaching strategies that could fit only in in-person learning. Finally, students should make use of face-to-face interaction and develop better communication opportunities with their instructors and their peers by creating study groups for instance. And by sharing discussions and seminars in the classroom.

Almahasees, Mohsen and Amin (2021) conducted a research after 4 months of online education, two online surveys were distributed to investigate faculty's and Students' perception of the learning process that took place over that period of time with no face to face education. In this regard, the study aimed to identify both faculty's and students' perceptions of online learning, utilizing two surveys one distributed to 50 faculty members and another 280 students were selected randomly to explore the effectiveness, challenges, and advantages of online education in Jordan. The analysis showed that the common online platforms in Jordan were Zoom, Microsoft Teams

offering online interactive classes, and WhatsApp in communication with students outside the class. The study found that both faculty and students agreed that online education is useful during the current pandemic. At the same time, its efficacy is less effective than face-to-face learning and teaching. Faculty and students indicated that online learning challenges lie in adapting to online education, especially for deaf and hard of hearing students, lack of interaction and motivation, technical and Internet issues, data privacy, and security. They also agreed on the advantages of online learning. The benefits were mainly self-learning, low costs, convenience, and flexibility. Even though online learning works as a temporary alternative due to COVID-19, it could not substitute face-to-face learning. The study recommends that blended learning would help in providing a rigorous learning environment.

Mohd Basar, Mansor, Jamaludin, and Alias (2021) focuses on assessing the effectiveness of online learning and the challenges it poses to students' learning abilities. A case study design was utilized, involving a survey questionnaire administered to 99 secondary school students in Jasin, Melaka. The data were analyzed descriptively, using percentage and frequency calculations. The results showed that most students have access to computers or smartphones and an internet connection at home. Additionally, over 93% of students reported a high level of ability and comfort in using computers. However, only 41.5% of students expressed high motivation for online learning, and 66.7% showed a moderate ability to work in groups. Furthermore, 98% of students agreed that conventional face-to-face teaching is crucial for their learning. These findings highlight the need for well-equipped facilities and a stable internet connection to support effective learning, providing valuable insights for the government, school administrators, teachers, and parents. Future research is recommended to include a larger and more diverse sample to gain a deeper understanding of the issue.

Students' Perception of Teachers' Effectiveness on Distance Learning by Gender

Osam and Ekpo (2009) investigates students' perceptions of the National Open University of Nigeria's scheme, focusing on the Calabar study center. Using a sample of 250 students and a single hypothesis, the study employed a t-test to analyze the responses. The descriptive research design was used for the study and a self-structured questionnaire was employed for data collection. The results showed that the calculated t-value was lower than the critical t-value at the 0.05 significance level. Consequently, it was concluded that there is no significant difference in the perceptions of the scheme between male and female students at the Calabar study center.

Ibrahim (2014) examined the difference between the students' perceptions of their teachers' classroom behaviour and their self-concepts, and examined gender difference in the students' perceptions of their teachers' behaviour. It also investigated the difference between the students' perceptions of their academic performance in school and their self-concepts. These were with a view to improving the quality of teacher-student interaction in the classroom. The study adopted a descriptive survey design. The population of the study consisted of all adolescent boys and girls in senior secondary classes in all public/government secondary schools in Lagos metropolis. The sample consisted of 240 male and female senior secondary school adolescent students who were randomly drawn and categorized into the three levels of perception of teachers' classroom effectiveness based on their responses on highly structured " Students' Perception of the Teachers' Behaviour (SPTB)" (Ibrahim, 1996) questionnaire. As a measure of self-concept of students' perception of teachers' classroom behavior, a slight modification of the adapted "Purdue Rating Scale (PRS)" (Good, 1976) for instructors was used. Data were analysed using One-Way Analysis of Variance (ANOVA) and Fisher's protected t-test statistical techniques. The findings revealed that a significant difference existed between students' perception of teachers' classroom

effectiveness and their self-concept. Further, there is significant gender difference in the students' perceptions of their teachers' behaviour. Also, there was a significant difference between students' perception of their academic performance and their self-concept. It was concluded that the kinds of roles the teachers assume have profound effects on the perceptions of students toward them and their self-concepts.

Greier, Drenowatz and Sappl (2022) examined perceptions of male and female students towards online learning during the COVID-19 pandemic. Methods: A cross-sectional online survey was conducted at four universities in Tyrol (Austria). In addition to age and gender, participants reported their level of agreement with thematically relevant items using a four-part Likert scale (1 = completely disagree to 4 = completely agree). The reliability of the questionnaire was checked using Cronbach's alpha and gender-specific differences were examined via Mann-Whitney U test. The level of significance was $p \leq 0.05$. Results: A total of 236 students (63.6% female) completed the questionnaire. Around three quarters of those surveyed were of the opinion that their university was poorly prepared for the challenges of online teaching at the beginning of the pandemic, but that digital teaching improved as the pandemic progressed. Compared to their male colleagues, female students rated the workload at the beginning of the pandemic higher, complained more about poorer home office conditions, had greater difficulties in using new software programs and obtaining study-relevant literature ($p < 0.05$). Female students had a positive perception and agreed more frequently than male students that additional training of their own media skills and media didactic training for teachers was needed ($p < 0.001$). Insufficient transformation of certain course content and lack of clarity on assignments were criticized by around half of the students. Furthermore, over 90% of the students stated that they missed the contact with their fellow students. Conclusions: The results of this study support the need for improvements in the field of

distance learning in order to mitigate the negative effects of online learning on study life and learning success of university students, especially women.

Wasserman and Sason (ND) explored the differences between male and female students regarding their expectations of lecturers in asynchronous, online courses. The participants in the study were 520 BA students at a teachers' college who attended asynchronous online classes. They answered a closed ended questionnaire about the role of the lecturer in online courses. Our analysis of their answers showed four factors related to the role of the teacher in distance learning: pedagogical, technical, affective, and differential. The findings of this study indicate that the lecturer's pedagogical role was ranked highest by both male and female students, and the technical role was ranked lowest by both groups. Differences between the gender groups were found regarding the affective role, which was ranked higher by male students than female students, and regarding the pedagogical role, which was ranked higher by female students than male students

Egbo, Ifeanacho, Okoyenzu and Onwumere (2011) evaluated students‟ perception on gender basis toward e-learning is important for successful development of e-learning in higher education, since attitude of user towards application of information technology is one of the most effective factors. The main aim of this research study is to clearly understand and measure students' attitudes and perceptions towards the effectiveness and acceptance of e-learning. In this paper, data from a survey of four hundred and fifteen undergraduate students at the University of Nigeria, Enugu Campus about their attitude and perception to the use of e-learning in teaching, learning and research was analysed. A descriptive–correlation survey approach was used. Students (n = 415) filled in a web-based closed-question questionnaire. Descriptive and inferential statistics were used to analyze the data using SPSS. Questionnaires received were analyzed putting the students' perceptions in relation to gender, age, knowledge of computers, and attitudes to advantages and

disadvantages of e-learning. Results showed that: majority of the students (respondents) were exposed to computer use prior to the adoption of e-learning; that female students accepted ICT use more than their male counterparts; and finally, their perception on the e-learning components as used in the research has an average rating.

Students' Attitude Towards Teachers' Effectiveness of Distance Learning

Adewole-Odeshi (2014) investigated students' attitudes towards e-learning at selected universities in South-West Nigeria, using the Technology Acceptance Model (TAM). Data were collected from 387 postgraduate and undergraduate students via a questionnaire. Statistical methods, including frequency distribution, simple linear regression, One-Way ANOVA, and paired T-tests, were employed for data analysis. The findings revealed that students generally have a positive attitude towards e-learning, finding it both easy to use and useful for their coursework. Additionally, students' attitudes were found to significantly influence their intention to use e-learning systems.

Kulal and Nayak (2020) aimed at analyzing the perception of teachers and students about online classes. The work tries to explain the opinions of students as regards the impact of online courses, their comfortability in its usage, and the support received from teachers in online classes along with teachers' opinions on efficacy, teaching practice followed and training received for an online class. The analysis was carried out using the data collected through two separate structured questionnaires for students and teachers in Dakshina Kannada and Udupi District in Karnataka. Data were recorded in SPSS and analyzed by using descriptive statistics. The study reveals that students' attitude are positive and are comfortable with online classes and are getting enough support from teachers but they do not believe that online classes will replace traditional classroom teaching. It also finds that teachers are facing difficulties in conducting online classes due to a lack

of proper training and development for doing online classes. Technical issues are the major problem for the effectiveness of the online classes

Marjerison, Rahman and Li (2023) explored whether the attitude of Sino-foreign cooperative university students and Chinese university students towards distance education is different is relevant at this time. Two research questions were raised and one hypothesis formulated to guide the study. The descriptive statistics was used to analyse data collected by an online survey completed by both students of typical Chinese universities and of Sino-foreign universities. The results suggest that students had a generally positive attitude towards distance education and that there were no significant differences in students' attitudes towards distance education as a function of the type of university they attend. The findings are of interest because if Chinese students prove receptive to online education in general, the type of opportunities for Sino Chinese Universities are significantly changed.

Yazgan (2022) used a mixed method, was designed with explanatory sequential design. The research was conducted at a state university in Turkey. Quantitative data were collected through an online questionnaire (n = 684), and qualitative data were collected from 14 student participants through semi-structured online interviews. In the quantitative dimension, it was determined that students had a negative and avoidance attitudes towards distance education were stronger than their approach attitudes, and there were significant differences between student attitudes and various variables. In the qualitative dimension, it has been revealed that the interactions between both student-student and student-lecturer weakened with distance education during the pandemic period, but these interactions gained some new qualities. It was concluded that the interest towards the lessons conducted only through lecture notes weakened, the contents became functional at the point of clarifying the boundaries of the lessons, and increased the education load at the point of

concentration. It was revealed that distance education in home conditions includes both opportunities and limitations in terms of interactions.

Mumba and Sultana-Muchindu (2024) examined students' attitudes toward online learning classes introduced during the pandemic lockdown among students at the University of Lusaka. Two research questions were looked into in the process of carrying the study. The study adopted a quantitative methodology with descriptive and comparative design methods. The study developed an attitude scale toward online learning and administered it to 1,542 students registered at the University of Lusaka. The data obtained from the scale were analyzed by using SPSS 26.0 package software. The study results show that students hold a negative attitude toward online learning, implying that they are more unlikely to accept online classes. The Pearson Chi-Square test statistics show that gender, age, work status, study mode and internet access significantly influence]d students' attitudes toward online learning classes. The results are not encouraging regarding introducing online learning classes, especially for full-time and younger students. Therefore, we recommend that the introduction of online learning classes at the University of Lusaka be approached with caution to students in the full-time learning mode without neglecting the importance of face-to-face learning. Implications of this research are relevant to educational interventions, academic achievement, and technological advancement concerning university students.

Ojo and Olakulehin (2006) he study evaluates the attitudes and perceptions of distance learning students from the National Open University of Nigeria (NOUN) and the National Teachers' Institute (NTI), comparing their experiences with those at conventional universities. Using a sample of 120 randomly selected students from NOUN and NTI, the researchers administered the Students' Attitude and Perception Rating of Open and Distance Learning

Institutions Inventory (SAPRODLII). The results indicated that students generally have a positive perception and attitude towards open and distance learning (ODL) compared to traditional higher education methods.

Students' Attitude Towards Teachers' Effectiveness of Distance Learning Based on Gender

Kaban (2021) examined the attitudes of university students receiving distance education towards distance education in terms of various demographic characteristics. The survey method, one of the quantitative research methods, was used in the study. 764 university students who were selected by the criterion sampling method and who received distance education in the COVID-19 pandemic participated in the study. In the collection of data, the Attitude Scale towards Distance Education was used and the data were collected online with the prepared form. Various statistical analyses were made on the collected data and the results were discussed within the framework of research questions. As a result of the analysis, it was concluded that university students' attitudes towards distance education were low and negative. It has been observed that the scores of the scale of attitude towards distance education differ in terms of gender and grade level. It was also observed in the study that having a computer and internet connection at home and the level of participation in the virtual classrooms had a positive effect on the attitude towards distance education. In this period when distance education is not a choice but a necessity, it is recommended that the education to be provided should be planned well to achieve the expected quality and to increase the level of success. It is thought that these results obtained from the study will contribute to distance education institutions and planners.

Koca, Kilic and Dadandi (2023) examine the mediator role of academic self-efficacy and the moderator role of gender in the relation between attitude towards distance education and academic

life satisfaction. One question was raised and one hypothesis was formulated and studied The Study Group consisted of 452 participants who were studying at 3 different state universities in Turkey. The Attitude Scale towards Distance Education Applied in the Period of the Outbreak, Academic Self-efficacy Scale, and Academic Life Satisfaction Scale were used as the data collection tools. The data were analyzed by using the SPSS package program. As a result of the analyses, it was found that academic self-efficacy plays a partial mediating role in the relation between the attitude towards distance education and academic life satisfaction. Another important finding of the study was that, gender that was used as a mediator had positive relationship with academic self-efficacy as regarding attitude towards distance education. Although the attitude towards distance education in women had a significant impact on self-efficacy belief, it was not the same in men. The findings of the study were discussed in the light of similar studies in the literature.

Al-Mansour and Al-Hamdi (2023) aimed to develop and apply a comprehensive measurement scale to assess students' attitudes toward distance education at Amman Arab University, a private institution in Jordan. The evaluation encompassed students' attitudes, opinions, and perceptions regarding the effectiveness of distance learning. The study involved 731 participants, and a meticulously crafted scale comprising 45 items was employed. Rigorous assessments confirmed the validity and reliability of the scale, revealing a single-factor structure through Factor Analysis, as corroborated by the scree plot. The findings indicated a generally positive attitude toward distance education, with encouraging levels of interaction between teachers and students. Importantly, no statistically significant differences were observed in mean attitudes based on student gender. This suggests an overall favorable disposition among students towards distance learning. The insights gained from this study offer valuable feedback for university decision-

makers, shedding light on challenges associated with distance education. The outcomes provide essential guidance for students and administrators in navigating these challenges and fostering a successful implementation of an e-learning system at the university

Hsiao (2021) recruited 18,085 students from a technology university in Taiwan and used the baseline data of the past three academic years before COVID-19 (2016–2018) to explore the influences of course type and gender on distance learning performance. Four research questions were raised and two hypotheses formulated. The descriptive statistics was employed to analyse data collected and the results revealed that compulsory courses are more suitable for distance learning courses, whereas face-to-face teaching is more suitable for elective and general education courses. The learning performance of males and females is also different: face-to-face courses are more suitable for males, whereas no significant difference between teaching methods was observed in females. This result suggests that not all courses offered by the university are suitable for distance learning courses, and not all students are adept at distance learning. Based on these results, it is recommended that a new teaching model be established for the post-COVID-19 era.

Summary of Literature Review

The review of literature began with the diagrammatical explanation of the conceptual framework showing the variables of the study. This is followed by Concepts of Distance Education, Students' Perception and Teacher's Effectiveness. Feedback and learning, Knowledge of pedagogy and course content, Communication and making connections with students and Concept of Students' attitudes were also reviewed. This study is hinged on the constructivist theories as propounded by Jean Piaget (1896-1980) and Lev Vygotsky (1896-1934). They both believed that classrooms should be environments fostering constructivist approaches, but they had different perspectives on

how this should be implemented. Constructivism, a progressive educational approach, asserts that individuals understand and retain information better when they construct it themselves. Many empirical studies carried out in the past were reviewed. These reviews were done according to the variables under study. From the empirical reviews within the reach of the researcher, it was observed that some studies had been conducted related to this study but observation showed that there is dearth of literature in this area of study and there had been no study carried out to examine students' perception of teachers' effectiveness of distance learning in the National Open University Study Centres in Edo State. These were the gaps this study filled.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedure used for carrying out the study was discussed. It described the research design, population, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis used for the study.

Research Design

This study adopted a descriptive research design. This type of design is appropriate to describe events and phenomenon the way they are without any manipulations of any variable or variables. The design was chosen to investigate students' perceptions and attitudes towards teachers' effectiveness in distance learning in the National Open University Study Centres in Edo state.

Population of Study

The Population of the study comprised all the 16,266 registered students in the South-South region at various National Open University study centers. This population includes both undergraduate and postgraduate students engaged in distance learning programme in National Open University Study Centres in Edo state ((NOUN, 2023)

Sample and sampling techniques

he sample for the study comprised 325 registered students from National Open University of Nigeria (NOUN) Study Centres in the South-South region, specifically Benin, Uromi, and Fugar. The sample size represented approximately 5% of the study population. A stratified sampling technique was adopted to ensure adequate representation across study centres, programmes, and

gender. The population was first stratified based on study centre, programme, and gender, after which male and female students were proportionally and randomly selected from each stratum using simple random sampling. This approach ensured that all eligible students had an equal chance of being selected for the study.

Research Instrument

Structured questionnaire designed by the researcher was used for this study, the instrument is divided into three sections – section A which was designed to collect demographic data of respondents, section B was designed to elicit responses on students' perception towards teachers' effectiveness in distance learning while section C was design to elicit information on students' attitude towards distance learning in national open university study centers. Sections B and C consisted of items on a five-point Likert Scale of SD – Strongly Disagree, D – Disagree, U – Undecided, A – Agree and SA – Strongly Agree.

Validity of the instrument

To determine the face and content validity of the instrument, the questionnaire was validated by three experts excluding my supervisor. Prior to that, a specimen of the drafted copy of the questionnaire was given to the supervisor, who gave necessary corrections and suggestions that were effected and thereafter, the instrument was given to three other experts, one in Measurement and Evaluation, the other two in Guidance and Counselling. All in the department of education, Benson Idahosa University, Benin City, Edo State. corrections suggested were effected and this established both face and content validity of the instrument.

Reliability of the Instrument

To guarantee the reliability of the questionnaire, a pilot testing was carried out by administering the questionnaire to 30 respondents outside the sample but in the population for the study. Data collected from the pilot survey was subjected to a Cronbach Alpha reliability statistics and the instrument obtained a coefficient value of 0.79 which was an indication that the instrument was reliable enough for use.

Method of Data Collection

The study made use of google link electronic system for data collection. The study utilized primary data which were sourced from respondents using questionnaire. The researcher reached out to the respondents through WhatsApp by creating the questionnaire on google form after which a google form link was generated which served as the main means of data collection

Method of Data Analysis

The data collected were analyzed using the descriptive Statistics such as means, frequencies, and percentages. This provides an overview of students' general perceptions and attitudes. The research questions were answered using the descriptive statistics of mean, standard deviation and percentage counts. Hypotheses one and two were tested using one sampled t-test while hypotheses three and four were tested using the students' independent t-test hypothesis at 0.05 alpha level of significance.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter deals with the presentation and analysis of data collected in the field for the study. The data analysis reflected the four research questions and three hypotheses formulated for the study. A total of 325 copies of the questionnaire were administered and retrieved in the selected Study Centers (Benin, Uromi, and Fugar) in Edo State).

Analysis of Data

Research Question One: What is students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State?

Table 1: Descriptive statistics on students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State

SCHTYPE	Freq.	%	Valid %
Positive	272	83.7	83.7
Negative	53	16.3	16.3

Table 1 above showed students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State. Out of 325 students used for the study, 272 constituting 83.7% have positive perception while 53 representing 16.3% of the entire sample had negative perception of teachers' effectiveness on distance learning in the National Open University study centers in Edo State. It can be concluded from the table therefore, that, majority (83.7%) of the respondents had positive perception of teachers' effectiveness on distance learning in the National Open University study centers in Edo State.

Research Question Two: What is students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State?

Table 2: Descriptive statistics on students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State

ATTITUDE	Freq.	%	Valid %
Positive	238	73.2	73.2
Negative	87	26.8	26.8

Table 2 above showed students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State. Out of 325 students used for the study, 238 constituting 73.2% have positive attitude while 87 representing 26.8% of the entire sample had negative attitude towards teachers' effectiveness on distance learning in the National Open University study centers in Edo State. It can be concluded from the table therefore, that, majority (73.2%) of the respondents had positive attitude towards teachers' effectiveness on distance learning in the National Open University study centers in Edo State.

Research Question Three: What is students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender?

Table 3: Descriptive statistics on students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender

GENDER	N	Mean	SD	Mean Difference
Male	250	27.82	2.69	
				0.08
Female	75	27.90	2.54	

Table 3 above showed that the male students had a perception mean score of 27.82 with standard deviation of 2.69 while the female students had a perception mean score of 27.90, standard

deviation of 2.54 with a mean difference of 0.08 in favour of the female students. It can be concluded from the table therefore, that, there is a difference in students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender, however, the female had the higher perception mean score than the males.

Research Question Four: What is students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender?

Table 4: Descriptive statistics on Male and Female students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender

GENDER	N	Mean	SD	Mean Difference
Male	250	29.51	2.26	
				0.36
Female	75	29.14	2.42	

Table 4 above showed that the male students had an attitude mean score of 29.51 with standard deviation of 2.26 while the female students had an attitude mean score of 29.14, standard deviation of 2.44 with a mean difference of 0.36 in favour of the male students. It can be concluded from the table therefore, that, there is a difference in students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender, however, the male had the higher attitude mean score than the females.

Testing of Hypotheses

Hypothesis One: Students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is not significant

The summary of the test of this hypothesis is presented in table 5

Table 5: One sample t-test on students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State

Total Perception	N	t	Mean	df	Sig.(2-tailed)	Decision
	325	188.68	27.84	324	0.00	Don't accept Ho

Table 5 shows that students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant at 0.00 (t = 188.68; df=324). Since 0.00 is less than 0.05, students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant. With this, the null hypothesis which says students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is not significant and is not accepted. This implied that students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant.

Hypothesis Two: Students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is not significant

The summary of the test of this hypothesis is presented in table 6

Table 5: One sample t-test on students' attitude towards teachers' effectiveness on distance learning in National Open University Study Centers in Edo State

Total Perception	N	t	Mean	df	Sig.(2-tailed)	Decision
	325	229.88	29.42	324	0.00	Don't accept Ho

Table 6 shows that students' attitude towards teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant at 0.00 (t = 229.88; df=324). Since 0.00 is less than 0.05, students' attitude towards teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant. With this, the null hypothesis which says students' attitude towards teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is not significant and is not accepted. This implied that students' attitude towards teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant.

Hypothesis Three: There's no significant difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender

The summary of the test of this hypothesis is presented in table 7

Table 7: t-test on the difference between male and Female students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender

Gender	N	Mean	Mean diff.	df	t	Sig.(2-tailed)	Decision
Male	250	27.82					
			0.08	323	-0.23	0.81	Accept Ho
Female	75	27.90					

Table 7 shows the level of significant difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centres in Edo State based on gender. It is observed that the perceived difference is not significant at 0.81 (t = -0.23; df=323). Since 0.81 is higher than 0.05, the observed difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo

State based on gender is not significant. With this, the null hypothesis which says there is no significant difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender is accepted. This showed that there is no significant difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender.

Hypothesis Four: There's no significant difference between students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender

The summary of the test of this hypothesis is presented in table 8

Table 8: t-test on the difference between male and Female students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender

Gender	N	Mean	Mean diff.	df	t	Sig.(2-tailed)	Decision
Male	250	29.51					
			0.36	323	1.20	0.23	Accept Ho
Female	75	29.14					

Table 8 shows the level of significant difference between students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender. It is observed that the perceived difference is not significant at 0.23 (t = -1.20; df=323). Since 0.23 is higher than 0.05, the observed difference between students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender is not significant. With this, the null hypothesis which says there is no significant difference between students' attitude towards teachers' effectiveness on distance

learning in the National Open University Study Centers in Edo State based on gender is accepted. This showed that there is no significant difference between students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender.

Summary of Findings

- Majority (83.7%) of the respondents had positive perception of teachers' effectiveness on distance learning in the National Open University study centers in Edo State.
- Majority (73.2%) of the respondents had positive attitude towards teachers' effectiveness on distance learning in the National Open University study centers in Edo State.
- Students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant
- Students' attitude towards teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant.
- There is no significant difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender, although the female had the higher perception mean score than the males.
- There is no significant difference between students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender, however, the male had the higher attitude mean score than the females.

Discussion of Findings

The first finding in this study revealed that majority (83.7%) of the respondents had positive perception of teachers' effectiveness on distance learning in the National Open University study centers in Edo State. this could be due to the fact that it allows them to study from their respective places without giving the stress of moving around or to the schools before they learn. This finding agreed with that of Okpala (2021) who investigated the perceptions and challenges faced by students in open and distance learning (ODL) modes, particularly in response to the conventional education system's inability to keep pace with the growing demand for education and found that NOUN students at the Abuja center have a positive perception of Open and Distance Learning. Also, the study's finding supported that of Moges (2017) who explored students' perceptions of quality and challenges in Open Distance Learning (ODL) in Ethiopian higher education and discovered that students generally felt positive about interactivity, tutor communication, timetable structure, and module organization. However, the finding negated that of Ameyaw (2022) who studied to determine distance education students' perceptions of online learning during the COVID-19 era and ascertained that perceptions of the majority of the students toward online learning were negative. The results revealed that smartphones were ranked first with a value of (RII = 0.659) as the devices used by students during online learning classes. The findings indicated that students found it difficult to access internet services when they were at home, with a value of (RII= 0.644).

The second finding in this study showed that majority (73.2%) of the respondents had positive attitude towards teachers' effectiveness on distance learning in the National Open University study centers in Edo State. This may be as a result of students finding the mode of teaching and learning processes easy to use and useful for their coursework which could also influence their intention to

use e-learning systems. And also it could be that they are more comfortable with online classes and are getting enough support from teachers. This finding supported that of Adewole-Odeshi (2014) who investigated students' attitudes towards e-learning at selected universities in South-West Nigeria, using the Technology Acceptance Model (TAM) and found that students generally have a positive attitude towards e-learning, finding it both easy to use and useful for their coursework and found it an easier way to use e-learning systems. The study also corroborated that of Kulal and Nayak (2020) who aimed at analyzing the perception of teachers and students about online classes in Dakshina Kannada and Udupi District in Karnataka and unveiled that students' attitude are positive and are comfortable with online classes and are getting enough support from teachers. in the same vein, the finding is in support of the finding of Ojo and Olakulehin (2006) who he study evaluates the attitudes and perceptions of distance learning students from the National Open University of Nigeria (NOUN) and the National Teachers' Institute (NTI), comparing their experiences with those at conventional universities and result showed that results indicated that students generally have a positive perception and attitude towards open and distance learning (ODL) compared to traditional higher education methods. In contrast, the finding negated that of Mumba and Sultana-Muchindu (2024) who examined students' attitudes toward online learning classes introduced during the pandemic lockdown among students at the University of Lusaka and results showed that students hold a negative attitude toward online learning, implying that they are more unlikely to accept online classes.

The third finding in this study unveiled that students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant. This could be because the students are enjoying teaching and learning processes almost effortlessly since they study from homes and offices whenever they had classes or lectures. This finding is in agreement

with that of O'Malley, McCraw (1999) who had two primary goals in their research: first to find out if students believe that OL/DL teaching methodologies are as effective as the traditional methodology and second what dimensions of OL/DL provide benefits to students and concluded that students positively perceived that OL has a significant relative advantage to traditional methodologies. These advantages include saving them time, fitting in better with their schedules, and enabling students to take more courses. In contrast, the finding disagreed with that of Majzoub (2024) who investigated the importance of in-person learning to students' full perception of the teaching materials and discovered that 52.6% of the students prefer in-person learning over online learning, and 41% of the students agree that some teaching activities could fit only in in-person learning. Also, the finding contradicted that of Almahasees, Mohsen and Amin (2021) who conducted a research after 4 months of online education, two online surveys were distributed to investigate faculty's and Students' perception of the learning process that took place over that period of time with no face to face education. In this regard, the study aimed to identify both faculty's and students' perceptions of online learning and found that both faculty and students agreed that online education is useful during the current pandemic, however, its efficacy is less effective than face-to-face learning and teaching. In the same vein, the finding is in contrast with that of Mohd Basar, Mansor, Jamaludin, and Alias (2021) who focused on assessing the effectiveness of online learning and the challenges it poses to students' learning abilities and discovered that 98% of students agreed that conventional face-to-face teaching is crucial for their learning.

The fourth finding in the study revealed that students' attitude towards teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant. This could be as a result of kind of perception they had towards distance learning. This finding agreed with

that of Yazgan (2022) who used a mixed method, was designed with explanatory sequential design. The research was conducted at a state university in Turkey and quantitative data were collected through an online questionnaire (n = 684), and qualitative data were collected from 14 student participants through semi-structured online interviews and determined that there were significant differences between student attitudes. In contrast, the finding supported that of Marjerison, Rahman and Li (2023) who explored whether the attitude of Sino-foreign cooperative university students and Chinese university students towards distance education is different is relevant at this time and found that students had a generally positive attitude towards distance education and that there were no significant differences in students' attitudes towards distance education.

The fifth finding indicated that there is no significant difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender, although the female had the higher perception mean score than the males but not significant. This could be as a result of the fact that both males and female students are sharing the same perception of teachers' effectiveness on distance learning. This finding is in agreement with that of Greier, Drenowatz and Sappl (2022) who examined perceptions of male and female students towards online learning during the COVID-19 pandemic and discovered that female students had a positive perception and agreed more frequently than male students that additional training of their own media skills and media didactic training for teachers was needed. Furthermore, the finding corroborated that of Osam and Ekpo (2009) who investigated students' perceptions of the National Open University of Nigeria's scheme, focusing on the Calabar study center and found that there is no significant difference in the perceptions of the scheme between male and female students at the Calabar study center. In the same vein, the finding supported that of Wasserman and Sason (ND) who explored the differences between male and female students

regarding their expectations of lecturers in asynchronous, online courses and found that the lecturer's pedagogical role was ranked highest by both male and female students, and the technical role was ranked lowest by both groups. Also, the finding established that of Egbo, Ifeanacho, Okoyenzu and Onwumere (2011) who studied to clearly understand and measure students' attitudes and perceptions towards the effectiveness and acceptance of e-learning and discovered that majority of the students (respondents) were exposed to computer use prior to the adoption of e-learning; that female students accepted ICT use more than their male counterparts. In contrast, the finding disagreed with that of Ibrahim (2014) who determined the difference between the students' perceptions of their teachers' classroom behaviour and their self-concepts, and examined gender difference in the students' perceptions of their teachers' behaviour and obtained significant gender difference in the students' perceptions of their teachers' behaviour also, a significant difference between students' perception of their academic performance and their self-concepts.

The sixth finding in this study showed that there is no significant difference between students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender, however, the male had the higher attitude mean score than the females but not significant. This may be because both male and female students are working together, using online for classes and submission of exams and assignments and were enjoying the systemic approach since they could work at home and office whenever they like. This finding supported that of Al-Mansour and Al-Hamdi (2023) who aimed to develop and apply a comprehensive measurement scale to assess students' attitudes toward distance education at Amman Arab University, a private institution in Jordan and found no statistically significant differences were observed in mean attitudes based on student gender. However, the finding disagreed with that of Hsiao (2021) who recruited 18,085 students from a technology university in

Taiwan and used the baseline data of the past three academic years before COVID-19 (2016–2018) to explore the influences of course type and gender on distance learning performance and discovered that learning performance of males and females is also different: face-to-face courses are more suitable for males, whereas no significant difference between teaching methods was observed in females. In contrast, the finding negated that of Kaban (2021) who examined the attitudes of university students receiving distance education towards distance education in terms of various demographic characteristics and obtained that university students' attitudes towards distance education were low and negative. It has been observed that the scores of the scale of attitude towards distance education differ in terms of gender and grade level. In the same vein, the finding negated that of Koca, Kilic and Dadandi (2023) who examined the mediator role of academic self-efficacy and the moderator role of gender in the relation between attitude towards distance education and academic life satisfaction and concluded that gender that was used as a mediator had positive relationship with academic self-efficacy as regarding attitude towards distance education. Although the attitude towards distance education in women had a significant impact on self-efficacy belief, it was not the same in men.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The main objective of this study is to examine students' perceptions and attitudes towards teachers' effectiveness in distance learning in the National Open University Study Centers in Edo state. Specifically to examine:

1. students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State
2. students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centers in Edo State
3. students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender
4. students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centers in Edo State based on gender

Research Questions

Four research questions and four corresponding hypotheses were formulated to guide the study>

1. What is students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State?
2. What is students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centers in Edo State?
3. What is students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender?
4. What is students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centers in Edo State based on gender?

Hypotheses

The following research hypotheses were formulated in the null form and was tested at 0.05 alpha level of significance. They include;

1. Students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State is not significant
2. Students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centers in Edo State is not significant
3. There is no significant difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender
4. There is no significant difference between students' attitude towards teachers' effectiveness in distance learning in the National Open University Study Centers in Edo State based on gender

The research design adopted for this study was a descriptive survey design. The population of the study comprised all the 16,266 registered students in the South-South region at various National Open University study centers. This population includes both undergraduate and postgraduate students engaged in distance learning programme in National Open University Study Centers in Edo state. The sample for the study was 325 registered students in the South-south region at various National Open University study centers which include Benin, Uromi, and Fugar study Centers. This sample size represents 5% of the entire population. Structured questionnaire designed by the researcher was used for this study, the instrument is divided into three sections – section A which was designed to collect demographic data of respondents, section B was designed to elicit responses on students' perception towards teachers' effectiveness in distance learning while section C was design to elicit information on students' attitude towards distance learning in national open university study centers. Sections B and C consisted of items on a five-point Likert

Scale of SD – Strongly Disagree, D – Disagree, U – Undecided, A – Agree and SA – Strongly Agree.

To determine the face and content validity of the instrument, the questionnaire was validated by three experts excluding my supervisor. Prior to that, a specimen of the drafted copy of the questionnaire was given to the supervisor, who gave necessary corrections and suggestions that were effected and thereafter, the instrument was given to three other experts, one in Measurement and Evaluation, the other two in Guidance and Counselling. All in the department of education, Benson Idahosa University, Benin City, Edo State. Corrections suggested were effected and the instrument's validity was established. In establishing the reliability of the instrument, a pilot testing was carried out by administering the questionnaire to 30 respondents outside the sample but in the population for the study. Using the split-half reliability procedure to assess the internal consistency of constructs in the questionnaire, data collected from the pilot survey was subjected to a Cronbach Alpha reliability statistics and the instrument obtained a coefficient value of 0.79 which was an indication that the instrument was reliable enough for use.

The researcher administered 325 copies of the instrument to the sampled students and the data collected were analysed using the descriptive statistics of mean and standard deviation and percentage counts, one sample t-test and the students' independent t-test statistics was used to test the hypotheses.

The results obtained showed that:

1) Majority (83.7%) of the respondents had positive perception of teachers' effectiveness on distance learning in the National Open University study centers in Edo State.

2) Majority (73.2%) of the respondents had positive attitude towards teachers' effectiveness on distance learning in the National Open University study centers in Edo State.
3) Students' perception of teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant
4) Students' attitude towards teachers' effectiveness on distance learning in National Open University Study Centers in Edo State is significant.
5) There is no significant difference between students' perception of teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender, although the female had the higher perception mean score than the males.
6) There is no significant difference between students' attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender, however, the male had the higher attitude mean score than the females.

Educational Implications

From the findings, it could be deduced that:

- Teachers need to sustain students' positive perception and attitudes towards their effectiveness on distance learning
- Teachers and education stakeholders need to understand that these students are sharing some commonness in their locality, and so, discourage gender conflict since one of the results showed that there is no significant difference between male and female students' perception of, and attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender.

Conclusion

The findings of this research revealed that majority (83.7%) of the respondents had positive perception of teachers' effectiveness on distance learning in the National Open University study centers in Edo State and majority (73.2%) of the respondents had positive attitude towards teachers' effectiveness on distance learning in the National Open University study centers in Edo State.

Contribution to Knowledge

This study has contributed to knowledge as it has established the fact that, students have a positive perception of, and positive attitudes towards teachers' effectiveness on distance learning in the National Open University study centers in Edo State

Recommendations

Based on the findings of this research, the following recommendations were made:

1. Teachers should sustain students' positive perception and attitudes towards their effectiveness on distance learning
2. Teachers and education stakeholders should understand that these students are sharing some commonness in their locality, and so, discourage gender conflict since one of the results showed that there is no significant difference between male and female students' perception of, and attitude towards teachers' effectiveness on distance learning in the National Open University Study Centers in Edo State based on gender.

Suggestion for Further Research

This study was carried out in Edo State. Therefore, further research is suggested in another study centers outside Edo Sate as the findings from this study may not be generalizable to other localities.

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APPENDIX A

Department of Education,
Faculty of Arts and Education,
Benson Idahosa University,
Ugbor, G.R.A.,
Benin City.

Dear Respondent,

ASSESSMENT OF STUDENTS' PERCEPTION AND ATTITUDE TOWARDS TEACHER'S EFFECTIVENESS IN DISTANCE LEARNING IN NATIONAL OPEN UNIVERSITY STUDY CENTRES IN BENIN CITY, EDO STATE

I am a student of the Faculty of arts and education, Benson Idahosa University, Benin City, Edo State. As part of the University's requirement for the award of a Post Graduate Diploma in Education, I am conducting a research work on the above mentioned topic.

In light of this, I humbly request your assistance in answering the questions below which requires you to simply tick the appropriate boxes.

I assure you, your response will be treated with utmost confidentiality and solely for the purpose of this research work.

Thanks.

Yours Faithfully,

OGBEWI, Etinosa Wilfred.

Researcher.

QUESTIONNAIRE

Section A – Demographic Information

Instruction: Please tick or mark where applicable

1. Gender: Male [ ] Female [ ]

Section B - Students' perception towards teacher's effectiveness in distance learning

Please indicate your degree of agreement with the following statements:

Strongly Disagree = (SD), Disagree = (D), Undecided = (U), Agree = (A), Strongly Agree =(SA)

SN	Statements	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
1	A large number of students can join the distance learning System					
2	Distance learning is flexible					
3	Distance learning uses educational technology at a wide range					
4	Distance learning enhances the learner's motivation					

5	Distance learning offers a good opportunity to the learner to choose the major, the time and the way of studying.					
6	Distance learning employs modern technology that attracts learner's attention.					
7	Distance learning overcomes geographical distances					
8	Distance learning offers specialized knowledge and skills					
9	Distance learning enables students in remote areas to pursue higher education					
10	The learner can evaluate his or her learning due to preassigned objectives					
11	Learner in distance learning system is an independent learner who takes responsibility for his or her learning					
12	It is essential to be daily in contact with the academic supervisor in distance education.					
13	The interaction between students in distance education promotes their experience					
14	The relationship between students and the academic supervisor is a unique one.					
Section C - Students' attitude towards teacher's effectiveness in distance learning						
	Attitudes Towards Teacher Effectiveness	**1 (SD)**	**2 (D)**	**3 (N)**	**4 (A)**	**5 (SA)**
1	I don’t feel like being taught when teachers teach me outside the class					
2	I hardly gain anything new when teacher teaches me online					
3	I do not mind teachers in distance learning					
4	I am happy to communicate with teachers online					
5	I enjoy listening to teachers establishing effective communication with students online					
6	I don’t like listening to teachers I don’t see					
7	I always hate teachers					
8	I don’t understand teachers when teaching me online					

APPENDIX C

LIST OF STUDY CENTRES

S/N	Location of National Open University Centres in Edo State
1	Benin Study Centre
2	Fugar Community study Centre
3	Uromi Community Study Centre

APPENDIX D - CRONBACH's ALPHA RELIABILITY TEST

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RELIABILITY

  /VARIABLES=Q5 Q6 Q7 Q8 QU9 QU10 QU11 QU12 QUE13 QUE14 QUE15 QUE16
QUES17 QUES18 QUES19 QUES20

  /SCALE('ALL VARIABLES') ALL

  /MODEL=ALPHA.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.790	16