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College of Health Sciences,
Ladoke Akintola University of Technology, Ogbomoso, Nigeria

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EDITORIAL COMMENT

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EDITORIAL DESK

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A COMPARISON OF QUALITY OF NURSING PROGRAMME IN OPEN DISTANCE LEARNING WITH CONVENTIONAL FACE-TO-FACE UNIVERSITY LEARNING: UNDERGRADUATE STUDENTS' PERSPECTIVE

IGBINLADE, ADEWUMI SEGUN.

ABSTRACT

This study compared the Quality of nursing programmes in Open Distance Learning with that of Conventional (face-to-face) Learning among nursing undergraduates in Nigeria. A mixed design was adopted. Multistage sampling technique was used to select 1,380, and for qualitative study, 24 nursing students for focus group interview were interviewed across four geopolitical zones in Nigeria. Questionnaire adapted from a model for evaluating e-learning system quality in higher education in developing countries and the Students University Satisfaction Tool-SUST was used to collect quantitative data while focus group discussion was used to collect qualitative data among nursing students aged from 17 to 60 years old. Ethical clearances were obtained from National Health Research Ethics Committee of Nigeria and the selected universities; and informed written consents were obtained from all participants before the commencement of the study. Data collected was analyzed by using Statistical Package for Social Sciences version 23. inferential statistics such as t test, ANOVA was used to test for the means variation between and within variables. The result of this study indicate that the students perceived the open distance learning (30%) more than the conventional (face-to-face) learning mode (25%). The result also revealed that the students' level of satisfaction of the conventional (face-to-face) learning mode (34%) is higher than that of the open distance learning (33%). Further result observed that the quality of nursing programme in the conventional (face-to-face) learning mode (33%) is higher than that of the open distance learning (30%). Three hypotheses were tested and findings revealed that there is a significant difference between undergraduate nursing students perceived quality of Open Distance Learning and Conventional (face-to-face) learning modes in Nigeria. Secondly, there is a significant difference between undergraduate nursing students' level of satisfaction of Open Distance Learning and Conventional (face-to-face) learning modes in Nigeria. Lastly hypothesis in this study observed that there is a significance difference in the mean variation of quality, satisfaction and challenges with the Open Distance learning and the Conventional (face-to-face) learning among undergraduate nursing students in Nigeria. The study concluded that professional nurses, educators and clinicians need to integrate and adopt blended learning as a learning strategy for quality nursing education in Nigeria.

Keywords: Quality; Assessment; Satisfaction; Nursing Students; Nigeria

Igbinlade, Adewumi Segun.

INTRODUCTION

Education is a process of experience because life is growth, education means helping inner growth without being restricted by age. The growth process is the process of adjusting to each phase as well as adding to the development of one's skills. Education seeks to nourish the good qualities in man and draw out the best in every individual. On one hand, education seeks to develop the innate inner capacities of man. Nursing education, on the other hand, is an essential subject of concern given the fact that it plays an imperative role in the formation and strengthening of nurses both in the educational and clinical setting globally Greatbatch & Holland, (2016). Among the numerous learning formats are traditional, e-learning, blended learning, and open distance learning formats.

The face-to-face or conventional learning format is the earliest form, characterized as "traditional" by many authors, referring to the fact that this is the format with the longest history González-Gómez, Jeong, Rodriguez & Canada-Canada, (2016). Generally, its meaning derives from an understanding of an instructional format that involves a physical classroom and the synchronous physical presence of all participants (i.e., teachers and students). A class of thought reveals that evening-class use of computers and educational technology does not affect the definition of the conventional learning format so as to change it into either e-learning or blended learning Bernard, Borokhovski, Schmid, Tamim & Abrami, (2014).

In recent years, education takes the form of e-learning which is defined as "educational processes that utilize information and communication technology to mediate synchronous as well as asynchronous learning and teaching activities, (Sangrä, Vlachopoulos & Cabrera 2012). Electronic learning is a combination of content and instructional methods using computers to facilitate a building of knowledge and skills (Kala, Isaramalai & Pohthong, 2010). E-learning is

facilitated and supported using information and communications technology and is expanding rapidly within higher education globally.

Blended e-learning is a formal education program that involves combining Internet and digital media with traditional classroom methods that require the physical presence of both a facilitator and students, with students having some proportion of control over time, place, path, or pace (Friesen, 2013). Blended e-learning also utilizes internet, intranets, videos, interactive TV and CD-ROM and online learning or web-based instruction, computer-assisted instruction and virtual classrooms. Blended learning (BL) is another approach in teaching and learning that combined the e-learning and traditional method. According to Chen, et al, (2009), BL or hybrid learning is a learning environment that either combined teaching methods, delivery methods, media formats or it is a mixture of all these. BL also refers to the integrated learning activities such as a mixture of online and face-to-face learning. Nowadays, most higher education institutions apply BL to provide alternative channel to their learners in understanding courses. It has three primary components: In-classroom student activities and a facilitator; online learning materials, often including pre-recorded lectures given by that same facilitator; and structured study time, which is independent and guided by the lecture materials and skills developed during the classroom experience.

In an e-learning environment, the students are impacted with necessary knowledge and skills required to engage and effectively utilize the online material and independent study time, guiding students toward the most meaningful experience possible by the facilitators. The key areas where the facilitators focus on are: (1) development of online and offline course content; (2) facilitation of communication with and among students, including the pedagogy of communicating content online without the contextual clues students would get in person; (3) guiding the learning experience of

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individual students, and customizing material wherever possible to strengthen the learning experience; and (4) assessment and scoring, which is similar to the expectations for teachers within the traditional framework(Friesen & Norm, 2012). Even though the blended learning approach is one of the popular techniques used in learning, the satisfaction of using it must be considered. In some studies, in terms of satisfaction, some of the results show that majority of students held positive views (Trpkovska. 2011), while some had negative experiences and faced challenges (Lin, 2009).

Comparing traditional face-to-face learning and the e-learning, the traditional classroom context of learning typically occurs in a teacher-directed instructional context with face-to-face interaction in a live synchronous environment. As with all types of education, the various e-learning models are built around the central components of the instructional process: presentation of content; interaction with faculty, peers, and resources; practical application, and assessment. Globally, institutions of higher learning are offering electronic-learning (e-learning) also referred to as online learning. This is due to the rapid development of internet technology enabling connectivity around the world. In Finland, due to the growing need for distance education, most universities and universities of applied sciences are singling out e-learning as an important area of development (Orava, 2014). The fast-changing learning environment calls for responsiveness to e-learning, and many studies are motivated to establish effective e-learning platform that meet students" needs (Chyung & Vachon 2013).

Quality education and student satisfaction are crucial for success (Gruber, Fuβ, Voss & Gläser-Zikuda, 2010) and to ensure quality in higher nursing education it is important to listen to stakeholders' experiences (Reames, 2010), such as the students and the facilitators. With the introduction of the Bachelor of nursing sciences curriculum and as student numbers increases, the need for blended e-learning program for student nurses in Nigeria

has increased. At present, however, there are not enough Instructional System Design Processes to meet this demand. One way of meeting this need is to develop electronic learning (blended learning) educational programs. Effective course design should be a continuous process considering on-going changes within the health care sector as well as students' experiences related to facilitators and challenges to learning. Even though blended learning has been widely embraced it is surprising to learn, as several authors assert, that little is known about students' experiences and perspectives towards flexible learning in higher education (Bekele, 2010; Moule, Ward & Lockyer, 2010).

It cannot be overemphasised that the success of e-learning and blended learning systems is based on satisfaction of the users. Continuous quality assessment is therefore imperative to examine the extent of the provision of resources such as human, material and capital in meeting the educational learning outcomes and to ascertain the degree of perception of the bachelor of nursing science undergraduate students of the Open University programmes in the adequacy of infrastructural facilities, quality of academic staff, and instructional delivery system, in order to ensure quality and sustainable implementation of blended learning nursing programmes in the national open university of Nigeria across the geopolitical zones of the country. Thus, the current study focuses on the quality assessment and satisfaction with nursing education program among nursing students in the national open university of Nigeria (NOUN) and Conventional Universities in Nigeria.

Objectives of the study

1. determine the perception of undergraduate nursing students about quality of open distance learning and that of conventional (face-to-face) learning system

2. assess the level of satisfaction with the Open Distance learning and the conventional (face-to-face) learning

among undergraduate nursing students in Nigeria.

3. Compare the mean variation between and within the open distance learning and the Conventional (face-to-face) Learning among undergraduate nursing students in Nigeria.

Research questions

1. Is there any significant difference between undergraduate nursing students perceive quality of Open Distance Learning and Conventional (face-to-face) learning system in Nigeria?

2. Is there any significant difference between undergraduate nursing students' level of satisfaction of Open Distance Learning

and Conventional (face-to-face) learning mode in Nigeria?

3. What are the mean variations between and within the open distance learning and the Conventional (face-to-face) Learning among undergraduate nursing students in Nigeria?

METHODOLOGY

Mixed methods research design was adopted. The target population for quantitative survey in this study comprised of all undergraduate nursing students, in the selected conventional universities and Department of Nursing of NOUN as found across the study centres in Nigeria. While qualitative data were obtained from smaller groups of students for focus group discussion.

Table 1: Distribution of Target Population Based on Zones and Learning Modes

Geo-political Zones	Universities	Level		Number of Students
	Conventional (Traditional) Leaning Mode			
North-West	Bayero University Kano, Kano	200L (140), 300L (100), 400L (100), 500L (95)		435
North-East	University of Maiduguri	200L (186), 300L (162), 400L (124), 500L (96)		568
South-East	University of Nigeria, Enugu Campus	200L (258), 300L (252), 400L (156), 500L (135)		801
South-West	University of Lagos, Lagos	200L (23), 300L (25), 400L (48), 500L (46)		142
	NOUN Open Distance Leaning Mode			
North-West	Kaduna Study Centre	200L (213), 300L (10), 400L (07), 500L (05)		235
North-East	Maiduguri Study Centre	200L (71), 300L (06), 400L (14), 500L (87)		178
South-East	Enugu Study Centre	200L (245), 300L (27), 400L (02), 500L (12)		291
South-West	Lagos Study Centre	200L (194), 300L (35), 400L (09), 500L (25)		263
	Dual Learning Mode			967
North-West	Ahmadu Bello University, Zaria	Conventional	200L (230), 300L (204), 400L (190), 500L (384)	1008
		ODL	200L (377), 300L (168)	545
South-West	LAUTECH	Conventional	200L (1423), 300L (1227), 400L (835), 500L (747)	4232
		ODL	200L (110), 300L (110), 400L (88), 500L (108)	416
	Total			**9114**

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The determination of sample size depends on the following factors: the statistical test to be employed, the level of significance (or the size) of the test a (also called the nominal level of significance), the power of the test $P=1-\beta$ (where β is the probability of a type II error), and the parameters to be compared. Of these factors, the statistical test is the most crucial, since sample sizes are essentially predetermined to secure a certain power of the test at a certain level of significance. The sample size selection method employed for the quantitative survey was the "rule of thumb" which states that at least 10% of the total population is adequate for generalization in a descriptive study (Joseph-Sheu et al 2019). Since electronic means of data collection were used, 15% of the target population (9114) was determined as the sample size for the study. The sample size was 1367 and was rounded up to 1380 considering attrition. For the qualitative focus group and key informants interview a convenience sample of 24 participants selected, where 12 participants represent each mode of learning face to face and ODL. Multistage sampling method was used. A total of 1380 nursing students were thus selected for the quantitative survey while a sum of 24 students and 3 key informants participated in the focus group and key informant interview respectively.

For the quantitative study, an adapted questionnaire from a model for evaluating e-learning system quality in higher education in developing countries (Hadullo, Oboko and Omwenga, 2017) and the Students University Satisfaction Tool-SUST (Shelina Bhamani, 2013) were used to measure the perceptions of students on the Quality and Satisfaction with learning and constraints of implementation of learning program. The instrument combined the existing and new factors to develop a comprehensive e-learning quality evaluation model.

For the quantitative survey, the researcher adopted the Google form questionnaire to reach out to the participants who were already under the global lock-down as a result of Covid-19 Pandemic. The questionnaire was designed with initial consent request from the participants. Focus Group Interview Guide was used to collect the qualitative data. This researcher developed a semi-structured interview guide from the reviewed literature. To maintain consistency, the survey and interview guide questions were constructed as reflections of the research questions and key reviewed literature.

RESULTS

This section presents the results of both the quantitative and qualitative data analysis. Table 2 revealed that majority 85.7% of the study respondents were females and 14.3% were males; more than two third 68.6% were single, 31.2% were married, and 0.2% were separated. Less than half, 47.5% were in 500 level, 21.2% in 400 level, 20.4% were in 300 level, and the remainder 10.9% (n=151) were in 200 level. Majority, 75.8% (n=1046) practice Islam, while 24.2% (n=334) were Christians. On the employment status of the respondents, majority, 79.3% (n=1094) were employed, while 20.7% were unemployed. The respondents were distributed across four geopolitical zones in Nigeria. The majority, 54.5% of the respondents were located in the Southwest; 32.5% are in the Northwest followed by 9.2%, while the remaining 3.8% were in Northeast zone. On the types of programmes, 48.9% of the respondents were engaged in Open Distance Learning, 39.4% in Dual, and 12.0% in Conventional type of programme. This study concluded that majority of the participants were females, single and in 500Level. Also, majority of the participants were Muslims, employed and from southwest. Lastly, majority of the participants were from conventional University.

Table 2: Distribution of respondents based on Socio-demographic characteristics

Variables	Classification	Frequency	Percentage
Gender	Female	1182	85.7
	Male	0198	14.3
Marital Status	Single	947	68.6
	Married	430	31.2
	Separated	003	00.2
Level	200	151	10.9
	300	281	20.4
	400	293	21.2
	500	655	47.5
Religion	Islam	1046	75.8
	Christianity	334	24.2
Employment Status	Employed	1094	79.3
	Unemployed	286	20.7
Geopolitical Zone	Northeast	052	03.8
	Northwest	449	32.5
	Southeast	127	09.2
	Southwest	752	54.5
Type of Program	Conventional	835	51.4
	Open Distance learning	670	48.6

Table 3 revealed that the students perceived the open distance learning (30%) more than the conventional (face-to-face) learning mode (25%)

Table 3: Comparing Perception Challenges of Nursing Programme in Open Distance Learning And Conventional (Face-To-Face) Learning Mode Among Student N= 1,380

	OPEN DISTANCE LEARNING			CONVENTIONAL (FACE -TO-FACE) LEARNING MODE		
	YES	NO	I DON'T KNOW	YES	NO	I DON'T KNOW
electronic-learning (e-learning) also referred to as online learning	221 (16%)	97 (7%)	55 (4%)	442 (32%)	496 (36%)	69 (5%)
e-learning models are built around the central components of the instructional process	759 (55%)	262 (19.3%)	215 (15.6%)	31 (2.3%)	78 (5.7%)	28 (2.1%)
Effective course design is a continuous process in e learning.	140 (10.2%)	82 (6.0%)	16 (1.2%)	558 (40.6%)	531 (38.5%)	49 (3.6%)
There is on-going changes with students' experiences related to facilitators and challenges to learning.	414 (30%)	30 (2.2)	182 (13.2%)	414 (30%)	281 (20.4%)	30 (2.2%)
classroom methods require the physical presence of both a facilitator and students.	552 (40%)	247 (17.%)	219 (15.9%)	276 (20%)	67 (4.9%)	17 (1.3%)
TOTAL	30%	10%	10%	25%	21%	3%

Table 4 revealed that the students' level of satisfaction of the conventional (face-to-face) learning mode (34%) is higher than that of the open distance learning (33%).

Table 4: Comparing of Level of Satisfaction of Nursing Programme In Open Distance Learning And Conventional (Face-To-Face) Learning Mode N= 1,380

	OPEN DISTANCE LEARNING			CONVENTIONAL (FACE -TO-FACE) LEARNING MODE		
	YES	NO	I DON'T KNOW	YES	NO	I DON'T KNOW
The students are impacted with necessary knowledge and skills	379 (27.5%)	138 (10%)	106 (7.7%)	690(50%)	0(0.0%)	66(4.8%)
Students effectively utilize the online material and they are independent.	442 (32%)	97 (7%)	55 (4%)	496 (36%)	221 (16%)	69 (5%)
There is study time, guiding students toward the most meaningful experience possible by the facilitators.	759 (55%)	262 (19.3%)	31 (2.3%)	215 (15.6%)	78 (5.7%)	28 (2.1%)
Conventional learning an instructional format involves physical classroom	531 (38%)	49 (4%)	16 (1%)	558 (41%)	82 (6.0%)	140 (10%)
There is a synchronous physical presence of all participants	414 (30%)	182 (13.2%)	30 (2.2%)	414 (30%)	281 (20.4%)	30 (2.2%)
Students are having some proportion of control over time, place, path, or pace in conventional learning	140 (10.2%)	16 (1.2%)	82 (6.0%)	531 (38.5%)	558 (40.6%)	49 (3.6%)
TOTAL	32%	9%	4%	34%	18%	5%

From Table 5, it can be observed that the quality of nursing programme in the conventional (face-to-face) learning mode (33%) is higher than that of the open distance learning (30%)

Table 5: Comparing Quality Of Nursing Programme In Open Distance Learning And Conventional (Face-To-Face) Learning Mode N= 1,380

	OPEN DISTANCE LEARNING			CONVENTIONAL (FACE -TO-FACE) LEARNING MODE		
	YES	NO	I DON'T KNOW	YES	NO	I DON'T KNOW
There are not enough Instructional System Design Processes to meet this demand	221 (16%)	97 (7%)	55 (4%)	414 (30%)	281 (20.4%)	30 (2.2%)
There rapid development of internet technology enabling connectivity	247 (17.%)	219 (15.9%)	276 (20%)	552 (40%)	67 (4.9%)	17 (1.3%)
Classroom learning typically occurs in a teacher-directed instructional context	558 (40.6%)	82 (6.0%)	140 (10.2%)	531 (38.5%)	16 (1.2%)	49 (3.6%)
classroom learning occurs in a face-to-face interaction with live synchronous environment	517 (37.5%)	138 (10%)	39 (3%)	552 (40%)	28 (2%)	106 (8%)
In e-learning, the students are impacted with necessary knowledge and skills	386 (28%)	207 (15%)	83 (6%)	414 (30%)	69 (5%)	221 (16%)
Students effectively utilize the online	55 (4%)	97 (7%)	221 (16%)	442 (32%)	496 (36%)	69 (5%)
E-learning is supported using information and communications technology	759 (55%)	262 (19.3%)	31 (2.3%)	215 (15.6%)	78 (5.7%)	28 (2.1%)
E-learning is expanding rapidly within higher education globally	442 (32%)	496 (36%)	69 (5%)	442 (32%)	496 (36%)	69 (5%)
classroom learning is an understanding of instructional format	531 (38.5%)	16 (1.2%)	82 (6.05%)	558 (40.5%)	140 (10.2%)	49 (3.6%)
Total	30	13%	8%	33%	13	5

As presented in Table 6, the result was statistically significant t(833) = 4.81; p <.05. The calculated t-value of 4.81 was greater than the critical t-value of 1.96, at df = 833; p <.05. This mean that, there was significant difference between undergraduate nursing students perceived quality of Open Distance Learning and Conventional (face-to-face) learning system in Nigeria. A cursory look at the result showed that undergraduate nursing students of Conventional (face-to-face) had a higher mean value (M = 33.65; SD = 5.87) which is an indicator of better perceive quality learning system than undergraduate nursing students of Open Distance Learning mode (M = 23.47; SD = 9.19). This result implied that, the null hypothesis which states that, there is no significant difference between undergraduate nursing students perceived quality of Open Distance Learning and Conventional (face-to-face) learning mode in Nigeria is rejected while the alternate hypothesis is upheld. However, the effect size was moderate revealing that this finding was substantial in real terms since r = (0.56) which is a measure of effect size indicated the proportion of explained or shared variance on the dependent variable (undergraduate nursing students' perception of quality of learning mode), which implied that 56% of the variance in undergraduate nursing students' perception of quality of nursing programme is accounted for by learning mode.

Table 6: Independent t-test of undergraduate nursing students perceive quality of Open Distance Learning and Conventional (face-to-face) learning mode

Grouping variable	N	Mean	SD	t-value	Sig.	Effect size
Open Distance Learning	670	23.47	9.19			
				4.81	.000	0.56
Conventional (face-to-face)	165	33.65	5.87			

* Significant at 0.05; df = 833; critical t-value 1.96

The study revealed no significant difference between undergraduate nursing students' level of satisfaction of Open Distance Learning and Conventional (face-to-face) learning mode in Nigeria. Independent t-test was used to test this hypothesis at 0.05 level of significance and the result is presented in Table 7.

As presented in Table 7, the result was statistically significant t (833) = 2.436; p <.05. The calculated t-value of 2.436 was greater than the critical t-value of 1.96, at df = 833; p <.05. This mean that, there was significant difference between undergraduate nursing students' level of satisfaction of Open Distance Learning and Conventional (face-to-face) learning mode in Nigeria. A cursory look at the result shows that undergraduate nursing students of Conventional (face-to-faced) learning had a higher mean value (M = 33.45; SD = 6.45) which is an indicator of better level of satisfaction of learning mode than undergraduate nursing students of Open Distance Learning mode (M = 27.83; SD =

9.24). This result implied that, there is no significant difference between undergraduate nursing students' level of satisfaction of Open Distance Learning and Conventional (face-to-face) learning mode in Nigeria is rejected while the alternate hypothesis is upheld. However, the effect size was moderate revealing that this finding was substantial in real terms since r = (0.32) which is a measure of effect size indicates the proportion of explained or shared variance on the dependent variable (undergraduate nursing students' level of satisfaction of learning mode), which implies that 56% of the variance in undergraduate nursing students' perception of quality of nursing programme is accounted for by learning mode.

Research question three: What are the mean variations in quality, satisfaction and challenges with the Open Distance learning and the Conventional (face-to-face) Learning among undergraduate nursing students in Nigeria?

Table 7: Independent t-test of undergraduate nursing students' level of satisfaction of Open Distance Learning and Conventional (face-to-face) learning mode

Grouping variable	N	Mean	SD	t-value	Sig.	Effect size
Open Distance Learning	670	27.83	9.24			
				2.436	.019	0.32
Conventional (face-to-face)	165	33.45	6.45			

* Significant at 0.05; df = 833; critical t-value 1.96

In Table 8, the p values of between and within programmes surpasses the threshold of .05 level of significance indicating a significant mean variation in quality, satisfaction and challenges with the Open Distance learning and the Conventional (face-to-face) learning among undergraduate nursing students in Nigeria. Relatively, these results suggested that the students maintain a high preference for conventional face-to-face in terms of the quality, satisfaction and challenges associated with the open distance learning, the conventional (face-to-face) learning.

Table 8: Analysis of variance between the programs

Variable	Sum of square	Df	Mean squares	F	P
Quality	139.2	2	69.621	59.196	.000
Satisfaction	82.4	2	41.224	113.644	.000
Challenges	51,8	2	25.935	58.927	.000
Variance within the programs					
Variable	Sum of square	Df	Mean squares	F	P
Quality	1619.496	2	1.176	59.196	.000
Satisfaction	498.778	2	.363	113.644	.000
Challenges	606.041	2	.440	58.927	.000

Results of qualitative analysis

The result obtained from Focus Group Interview is described as follows:

Open Distance Learning Programme

Theme 1 Meaning

*As for me open distance learning is learning activities formally, informally using and communication technologies to reduce distance open distance learning has impact on learners, it also increases interactivity **and** communication*

*I know that distance learning education gives an opportunity to **open**ness, and one can learn from a distance.*

It is far better than traditional face to face system because there is no bottlenecks experienced about administration.

It makes us to become graduate

Participant 2&7........I did not see the difference in the academic performance of both mode of learning in the ward. We are both graduate nurses

Convectional learning

Conventional Learning Programme is a traditional, teacher-centered method of teaching, Conventional

In conventional learning Programme, the lecturer transmits knowledge to students, with little input from those students

Theme 2: Quality

open distance learning

Most of the students admitted that in the curriculum, they have no information technology/computer education

Convectional learning

The course content, increase active learning, provide feedback, and increase communication between lecturers and students

The only thing that makes the two learning methods different is the use of computer and handset {Participant 4, 5, 8 and 1}

Theme 3: Satisfaction

Open distance

open distance learning provides for students in general, in both cities and remote areas

one can study independently with open distance learning

students have more control over when and where to study because modern distance education is usually online based.

Open distance learning is convenient, individualized, with high quality instructional materials to learners.

It is known that open distance learning is relatively easy and inexpensive way to provide education

Although distant learning is more convenient, but l cannot hear all what the teacher is saying and l cannot ask many questions {Participants 5,10, 16, 18,}

Convectional learning

face-to-face interaction transmits valuable social information about goals and motivations in addition to visual information about the task

. conventional learning shared mental perspective which might be more important for some types of learning than sharing a common visual perspective,"

Students of conventional learning shared all types of experience notable benefits

Theme 4: Relevance

Open distance learning

One can learn new skills, have more freedom and learning at their own pace with *open distance learning.*

We have more time for our family and increased our home responsibility

The most immediately obvious advantage of distance education is the level of flexibility

conventional learning

face-to-face interaction transmits valuable social information about goals and motivations.

There is visual information about the task. "We This shared mental perspective is makes convectional learning more important than other types of learning

Theme 4: Challenges

Open distance learning

ODL is more costly because the soft and hard wares.

It is very expensive to get some of the soft wares because they are not developed locally.

Most ODL students that reside in cities and towns are faced with the problem of epileptic supply of power.

Lack of skills in Designing Course-wares: Instructional delivery in ODL is greatly affected by some facilitators' lack of knowledge and skills in designing and delivering courses in electronic format. This

the cost of computers and other ICT resources are far beyond their reach. Therefore, like most

the cost of accessing internet is still very high and most students make use of Cyber Café where they are made to pay so much on hourly basis despite the poor services and slow rate of the servers.

No Physical Interaction.

Less Motivational.

> *Distance Learning Don't Help In Developing Oral Skills And Social Interactions.*
>
> *Difficult To Choose A Quality Educational Program.*

Employers are reluctant to accept distance mode of training.

Discussion of findings

This study compared the Quality of nursing programmes in Open Distance Learning with that of Conventional (face-to-face) Learning among undergraduate nursing students in Nigeria. The demographic characteristic showed that majority of the participants were females, single and are in 500L. Also, majority of the participants were Muslims, employed and from southwest. Lastly, majority of the participants were from conventional University.

There is fierce marketing competition between the universities due to the open access to wide range educational opportunities caused by globalization. Due to competition students are becoming more critical of the quality of education they are receiving. Students' perceptions towards instructional quality variables are key factors of influencing student's academic satisfaction. The quality of university level education is regarded as one of the core qualifications for high standard learning seeking students (Cornillez, 2019). This study revealed that the students perceived the open distance learning better than the conventional (face-to-face) learning mode. The finding of this study contrast with Zaborova & Markova, (2016) who expressed concerns that students in online environments tend to feel more confused, isolated, and frustrated, and as a result, their learning effectiveness and satisfaction can be reduced Nyiringango et al., (2022).

This study observed that the students' level of satisfaction of the conventional (face-to-face) learning mode (34%) is higher than that of the open distance learning (33%). This agreed with other studies in Nigeria and in other settings across the globe. For example, Asghar et al., (2022) who analyzed an appropriate blend of face-to-face, offline and online learning approaches for the in-service vocational teacher's training program, the authors established in their study that face-to-face learning approaches must be given more weight than online, and the online approach should have more weight than the offline approach.

Quality, as one of the key indicators of a successful higher education institution, is viewed here as a number of characteristics of an educational service, which result in the necessary skills and expertise gained by university graduates (Razinkina et al., 2018). The result of this study noted that the quality of nursing programme in the conventional (face-to-face) learning mode (33%) is higher than that of the open distance learning (30%). This is in sharp contrast with the study of

(Nyiringango et al., 2022) who examined teaching and learning during COVID-19 crisis: faculty preparedness and factors influencing the use of e-learning platform at the College of Medicine and Health Sciences, University of Rwanda. The authors documented that the majority of participants started using the e-learning approach, and more than 90% attended e-learning training. They reported further that the top motivator for e-learning use was a personal interest in technology use and the leading barrier to using e-learning was the concern about access to students. Similar sentiment was also shared by (Oladele & Opele, 2022) who found that Nursing students had mixed perception about blended learning

The result of the hypothesis revealed that there is a significant difference between undergraduate nursing students' perceived quality of Open Distance Learning and Conventional (face-to-face) learning mode in Nigeria. This is in consonant with the study of (Elfaki et al., 2019) who examined impact of e-learning versus traditional learning on students' performance and attitude. The results of their study showed that the mean of the students' overall satisfaction with the traditional face-to-face lectures in the control group was less than the mean of the students' overall satisfaction with E-learning in the experimental group was. They shared further that he differences between students' attitudes was in favour of the experimental group. The crux of their study showed a significant difference in learning outcomes beside positive attitudes between online and traditional learners which can be a viable alternative learning method for higher education

Hypothesis in this study noted that there is a significant difference between undergraduate nursing students' level of satisfaction of Open Distance Learning and Conventional (face-to-face) learning mode in Nigeria. This agreed with other scholars such as (Faronbi, Adebiyi, et al., 2021) who examined the predictors of depressive symptoms and effective coping strategies among open and distance learning nursing students and (Elfaki et al., 2019) who investigated impact of e-learning versus

traditional learning on students' performance and attitude. Both studies agreed that there is a significant difference between undergraduate nursing students' level of satisfaction of Open Distance Learning and Conventional learning mode. This view was also shared by ""(Stoian et al., 2022) who investigated transition from online to face-to-face education after COVID-19: the benefits of online education from students' perspective. Other related studies with similar findings and recommendations include (Folami & Adeoye, 2018); who investigated the influence of proliferation of technology on social interactions among undergraduate students at selected universities in Nigeria.

Hypothesis in this study revealed that there is a significance difference between the mean variation of quality, satisfaction and challenges with the Open Distance learning and the Conventional (face-to-face) learning among undergraduate nursing students in Nigeria. This has been reported in several other studies in Nigeria such as those conducted by '–(Faronbi, Akinyoola, et al., 2021) who examined factors contributing to functional dependence among older adults in Ile–Ife, Nigeria. As well as ''(Agatha Ogunkorode et al., 2021); """"(Omoronyia et al., 2021).

Conclusion

The results showed the overall subclass means of the quality and level of satisfaction among the respondents on the Type of program. Overall, the respondents indicated a moderately high level of satisfaction with quality of Conventional/face to face Learning and also Open and Distance Learning modes in terms of Education, Facilities, Environment, and Expectation. The study concluded that professional nurses, educators and clinicians need to integrate and adopt blended learning (combining elements of ODL and conventional) as a learning strategy for quality nursing education in Nigeria.

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