

**ROLE OF EDUCATIONAL ADMINISTRATORS IN EFFECTIVE
IMPLEMENTATION OF OPEN AND DISTANCE (ODL) LEARNING IN
UNIVERSITIES IN RIVERS STATE**

BY

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Abstract

The study investigated the roles of educational administrators in effective implementation of open and distance learning in universities in Rivers State. Three research questions and three hypotheses guided the study. Hypothesis were tested at 0.05 alpha level of significance. The design of the study was descriptive survey design. The population of the study was 3000 academic and non-academic staff of universities in Rivers State. with a sample of 500 academic and non-academic staff using Taro Yamane Sample random sampling technique was adopted. Instrument for data collection was questionnaire titled; examining the Roles of Educational Administrators in Effective Implementation of ODL Questionnaire (ETREAEIOQ). Cronbach alpha method was used to establish reliability coefficient of examining the roles of educational administrators in effective implementation of ODL Questionnaire at 0.81. A total of 500 copies of the questionnaire were administered to the respondents, but of 500 copies of questionnaire administered, 401 copies of the questionnaire were retrieved representing 91.4% success. The research questions

were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance using z-test statistic with a criterion mean of 2.50. The result of the study showed that educational administrators in effective roles such as strategic planning, policy implementation and resource allocation in the implementation of ODL in universities in Rivers State, and it was so concluded. It was therefore recommended that Educational administrators should develop comprehensive plans that outline the goals, objectives, and strategies for successful implementation. This includes conducting needs assessments to understand the target audience and their requirements, as well as staying updated with technological advancements that can enhance the learning experience.

Keywords; Educational Administrators, Effective Implementation, Open and Distance Learning, Universities.

Introduction

The transformative impact of technology on education has accelerated the adoption of Open and Distance Learning (ODL) across the globe. In Nigeria, institutions of higher learning are increasingly turning to ODL to enhance access to education, improve learning outcomes, and address the challenges posed by traditional educational systems. Universities in Rivers State recognizing these opportunities, has embraced ODL as a strategic approach to broaden its educational outreach and cater to a diverse learner base. However, the successful implementation of ODL programming in such a dynamic environment requires the proactive engagement and effective leadership of educational administrators. Their roles are pivotal in navigating the complexities of distance education, ensuring that the programs are not only innovative and accessible but also of high academic quality. In the context of schools, ODL can take various forms. For instance, schools can offer online courses that allow students to complete assignments, participate in discussions, and interact with teachers virtually through learning management systems or online platforms. Blended learning combines traditional face-to-face instruction with online learning components. Students may attend classes in person for some subjects while completing others through distance learning methods (Gichoya, 2017). Another method of ODL is virtual classrooms which enable real-time interactions between teachers and students through video conferencing tools. According to Kaur and Singh (2019), it allows for synchronous communication and engagement in a virtual setting. Independent study. ODL also includes self-paced independent study programs where students work through course materials at their own pace and receive support from teachers or tutors as needed. Open Distance Learning (ODL) administrators play crucial roles in the implementation and management of the network. In the implementation ODL administrators play some of the key responsibilities including Installation and Configuration.

Administrators are responsible for installing the ODL software on the network infrastructure, configuring it according to the specific requirements of the organization, and ensuring smooth integration with existing network components (Aluko, 2013). For

instance, administrators are tasked with monitoring the performance and health of the ODL controller, identifying and resolving any issues that may arise, and optimizing the network for efficient operation. Administrators play a vital role in implementing security measures to protect the ODL controller and the network from potential cyber threats, ensuring that data is encrypted, access controls (Bawa, 2016). The administrator is responsible for developing a strategic plan for implementing open and distance learning (ODL) in education. This includes setting goals, objectives, and timelines, as well as allocating resources effectively. The administrator plays a key role in coordinating various activities related to ODL implementation, such as curriculum development, staff training, technology integration, and student support services. Monitor progress. It is the responsibility of the administrator to monitor the progress of ODL implementation and evaluate its effectiveness. This includes collecting data on student performance, satisfaction levels, and overall program outcomes. (Tait, 2018). The administrator should provide ongoing support to teachers, staff members, and students involved in ODL programs. This may include offering professional development opportunities, troubleshooting technical issues? or providing emotional support. (Kaur, & Singh, 2017) Administrators must ensure that ODL programs comply with all relevant regulations and guidelines set by educational authorities. This includes adhering to accreditation standards and maintaining high quality educational standards. Administrators should work closely with other stakeholders such as teachers, parents, community members, and industry partners to ensure the successful implementation of ODL programs. Collaboration can help identify needs and opportunities for improvement (Okebukola, 2015). Address challenges. As with any educational initiative, there are likely to be challenges that arise during the implementation of ODL programs. Administrators must be prepared to address these challenges proactively by developing solutions that promote the success of the program (Agboola & Ogunleye, 2014). administrators play a crucial role in leading the successful implementation of open and distance learning initiatives in education by providing strategic direction, coordination of activities, monitoring progress, ensuring compliance with regulations, providing support to stakeholders and addressing challenges as they arise (Chikwature & Maphosa, 2016). Open and Distance Learning (ODL) in schools refers to a flexible approach to education that allows students to learn outside of traditional classroom settings. ODL leverages technology and online resources to provide students with access to educational content, materials, and instruction remotely. This approach is particularly useful for students who may not have access to a physical school or who require alternative learning options due to various reasons such as geographical distance, health concerns, mobility restrictions, or personal preferences. Educational administrators at URS are tasked with a range of responsibilities that are critical to the successful implementation of ODL. These responsibilities include strategic planning, which involves setting a clear vision and developing comprehensive plans that align with the university's goals and the broader educational landscape (Yusuf & Yusuf, 2009). the necessary technological infrastructure, learning materials, and financial support to sustain and enhance ODL initiatives (Peters, 2010). This requires a thorough understanding of the financial and

logistical aspects of ODL, alongside the ability to advocate for and manage resources effectively. Moreover, the development and continuous training of faculty and staff are crucial. Educational administrators at universities in Rivers State play a key role in recruiting, mentoring, and providing ongoing professional development for educators involved in ODL. This ensures that faculty members are well-equipped with the skills and knowledge necessary to deliver high-quality distance education (Keegan, 2002). Additionally, maintaining high standards of quality through robust quality assurance mechanisms is essential. Administrators must implement systems for evaluating and enhancing the curriculum, instructional methods, and support services provided to ODL students, thereby ensuring that the educational experience is both effective and equitable (Simpson, 2012).

Engaging with stakeholders, including students, faculty, government bodies, and industry partners, is another critical aspect of an administrator's role. At URS, must foster a collaborative environment, facilitating open communication and cooperation among all stakeholders to enhance the relevance and impact of ODL programs (Rumble, 2004). This involves addressing stakeholder concerns, incorporating feedback into program development, and building partnerships that support the university's ODL objectives. This paper aims to explore the multifaceted roles of educational administrators in the effective implementation of ODL universities in Rivers State. By examining their contributions to strategic planning, resource management, staff development, quality assurance, and stakeholder engagement, the study highlights the crucial elements that drive the success of ODL initiatives at URS. Through this exploration, the paper seeks to provide insights that can further enhance the effectiveness and sustainability of ODL programs at the university.

However, challenges associated with implementing ODL in schools include ensuring equitable access to technology and reliable internet connectivity for all students, providing adequate support and training for teachers transitioning to online teaching methods, maintaining student engagement and motivation in virtual environments, addressing concerns around privacy and security when using online platforms, and ensuring the quality of education delivery meets established standards. Singh and Kaur (2019) ODL offers schools an opportunity to expand educational opportunities beyond traditional classroom boundaries by leveraging technology effectively while also addressing challenges related to accessibility, flexibility, personalized learning experiences, and 21st-century skills development. Kaur, S., & Singh, G. (2019) In the implementation of Open and Distance Learning (ODL) in educational, administrators play a critical role in facilitating the successful adoption and integration of ODL practices within schools. Yusuf and Yusuf (2009) explored how the adoption of distance learning programs affects the administrative structures of Nigerian tertiary institutions. The study focuses on the roles of educational administrators in adapting to the demands of ODL. The results showed that Administrators play a crucial role in setting the vision and direction for ODL programs. Effective strategic planning involves understanding the educational needs of the target audience and aligning ODL objectives with institutional goals. The study highlights the importance of securing necessary resources, such as technological infrastructure, learning materials, and

financial investment. Administrators must ensure that these resources are optimally utilized. Continuous professional development for staff is essential to keep them updated with the latest trends and best practices in ODL. This includes training in both subject matter and distance learning methodologies. The study underscores the necessity for educational administrators to engage in strategic planning, effective resource management, and staff development to ensure the success of ODL programs. Peters (2010) did a comprehensive analysis of the evolving landscape of distance education. The study examines the roles of educational administrators in adapting to these changes and ensuring the effective implementation of ODL programs. The results from their findings revealed that administrators are crucial in integrating new technologies into ODL programs. This includes adopting Learning Management Systems (LMS), online collaboration tools, and multimedia resources. They found that development of quality assurance frameworks is essential to maintain high educational standards and evaluation processes to assess curriculum effectiveness, instructional quality, and student support services.

Further result showed that effective communication and collaboration with stakeholders, including students, faculty, and external partners, are critical. Administrators must align ODL initiatives with stakeholder needs and expectations. Peters' insights highlight the importance of technological integration, quality assurance mechanisms, and stakeholder engagement for the effective implementation of ODL programs.

Simpson (2012) investigated strategies for supporting students in online and distance learning environments. The study explores the roles of educational administrators in designing and implementing support systems that enhance student engagement and success. The results of their study showed that effective student support includes academic advising, technical assistance, and peer mentoring. Administrators are essential in developing and maintaining these support systems. They also revealed that ongoing training for faculty and staff is crucial to enhance their skills in online teaching and student support. Administrators play a pivotal role in organizing professional development programs. They also discovered that administrators are encouraged to use data to inform decision-making processes. Collecting and analyzing data on student performance, satisfaction, and engagement is essential for continuous improvement of ODL programs. Anderson and Drone (2011) examined the evolution of distance education pedagogy through three generations: cognitive-behaviorist, social-constructivist, and connectivism. The study discusses the roles of educational administrators in facilitating these pedagogical approaches in ODL environments.

Statement of the problem

The problem is that there is a lack of understanding and clarity on the specific roles and responsibilities of administrators in the implementation of Open and Distance Learning (ODL) in universities. This lack of clarity can lead to confusion, inefficiency, and ineffective implementation of ODL program. Administrators play a crucial role in the successful implementation of ODL, as they are responsible for providing

leadership, support, and resources to ensure the smooth operation of ODL programs. However, without a clear understanding of their roles and responsibilities, administrators may struggle to effectively support and facilitate the implementation of ODL in universities. This can hinder the overall success and impact of ODL programs on student learning and achievement.

The implementation of Open and Distance Learning (ODL) in universities presents several problems that can hinder its effectiveness and success. Many schools may lack the necessary infrastructure and technology to support ODL, such as reliable internet connectivity, computers, and other digital resources. This can make it difficult for students and teachers to access and engage with ODL materials and resources. Teachers may not have the necessary training and support to effectively deliver ODL programs. This can result in a lack of engagement and motivation among teachers, leading to poor implementation of ODL in the classroom. Not all students may have access to the technology and resources needed to participate in ODL program. This can create disparities in access to education and hinder the effectiveness of ODL in reaching all students ensuring the quality of ODL programs and assessing student learning and progress can be challenging in a remote learning environment. Without proper mechanisms for quality assurance and assessment, it can be difficult to measure the impact and effectiveness of ODL programs. Effective communication and collaboration among stakeholders, including administrators, teachers, students, and parents, are essential for the successful implementation of ODL. However, challenges in communication and collaboration can hinder the coordination and delivery of ODL programs. Addressing these problems requires a comprehensive approach that includes investing in infrastructure and technology, providing training and support for teachers, ensuring student readiness and access, implementing quality assurance mechanisms, and fostering effective communication and collaboration among stakeholders. By addressing these problems, schools can enhance the implementation of ODL and improve the quality of education for all students.

Purpose of the study

This study examined the roles of educational administrators in effective implementation of open distance learning (ODL) in Rivers State University.

1. determine strategic planning as a role of educational administrator's in effective implementation of open distance learning (ODL) in universities in Rivers State
2. determine policy implementation as a role of educational administrator's in effective implementation of open distance learning (ODL) in universities in Rivers State
3. determine resource allocation as a role of educational administrator's in effective implementation of open distance learning (ODL) in universities in Rivers State

Research questions

The following research questions guided the study:

1. To what extent does educational administrators ensure strategic planning as a role in effective implementation of open distance learning [ODL] in universities in Rivers State?

2. To what extent do educational administrators ensure policy implementation as a role of in effective implementation of open distance learning [ODL] in universities in Rivers State?
3. To what extent do educational administrators ensure resource allocation as a role of in effective implementation of open distance learning [ODL] in universities in Rivers State.

Hypotheses

The following null hypotheses were tested at 0.5 level of significance:

- H₀₁:** There is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure strategic planning as a role in effective implementation of open distance learning (ODL) in Rivers State University.
- H₀₂:** There is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure policy implementation as a role of in effective implementation of open distance learning (ODL) in Rivers State University.
- H₀₃:** There is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure resource allocation as a role of in effective implementation of open distance learning (ODL) in Rivers State University.

Methodology

The design of the study was descriptive survey design. The population of the study was 3000 academic and non-academic staff. The sample of 500 academic and Non-academic staff were used as sample size for the study using stratified random sampling technique. The instrument for data collection was a questionnaire titled: Examining The Roles of Educational Administrators in Effective Implementation of ODL Questionnaire (ETREAEIOQ). The internal consistency of the instrument was established through Cronbach alpha method. The reliability coefficient showed 0.81 for Examining the Roles of Educational Administrators in Effective Implementation of ODL. The sub scales Effective Implementation, 0.81, Educational Administrator technique, 0.81, Examining the Roles Technique, 0.73. The researcher administered the instrument with the help of 2 research assistants, out of 500 copies of instrument administered, 401 copies were retrieved representing 80.2% return rate. The research question was answered using mean (X) and standard deviation (SD) statistics, while the hypothesis was tested at 0.05 level of significance using the z-test statistics, A criterion mean of 2.50 was used to determine the decision on the study. The hypotheses were tested using z-test at 0.05 level of significance.

Research question 1

To what extent do educational administrators ensure strategic planning as a role in effective implementation of open distance learning [ODL] in universities in Rivers State?

Table 1: Mean Responses of Male and Female Staff on the Extent Educational Administrators Ensure Strategic Planning as a Role in Effective Implementation of Open Distance Learning [ODL] in universities in Rivers State.

S/N	Strategic Planning Items	Mean		Female Staff		$\bar{x}$ set	Remark
		Male Staff		N =337			
		$\bar{X}$	Std	$\bar{X}$	Std		
1	Establish a clear vision for ODL that aligns with the university’s mission and long-term goals	3.13	0.80	3.28	0.75	3.20	Accepted
2	Develop specific, measurable, achievable, relevant, and time-bound (SMART) goals for ODL initiatives.	3.16	0.82	3.14	0.79	3.15	Accepted
3	Involve faculty, students, and industry partners in the vision-setting process to ensure alignment and support.	3.20	0.69	3.26	0.72	3.23	Accepted
4	Clearly articulate the ODL vision and goals to all stakeholders to ensure understanding and buy-in.	3.34	0.59	3.18	0.77	3.26	Accepted
Aggregate mean score		3.21	0.73	3.22	0.76	3.21	

Source: *Researcher Field Report, (2024)*

The results of Table 1 shows that all the items on the table indicate a positive response as they are above (2.50), the cutoff point. It is generally concluded that educational administrators ensure strategic planning as a role in effective implementation of open distance learning [ODL] in **University** in Rivers State with the average mean score of ($X = 3.21$).

Research Question 2: To what extent do educational administrators ensure policy implementation as a role in effective implementation of open distance learning [ODL] in universities in Rivers State.

Table 2: Mean Responses of Male and Female Staff on the Extent Educational Administrators Ensure Policy Implementation as a Role in Effective Implementation of Open Distance Learning [ODL] in Universities in Rivers State

Lectures				Mean				$\bar{x}$ set	Remark
S/ N	Items	Male Staff N=64		Female Staff N =337					
		$\bar{X}$	Std	$\bar{X}$	Std				
5	Develop detailed plans for implementing policies, including timelines and responsible parties.		3.25	0.76	3.24	0.73	3.24	Accepted	

6	Establish systems for monitoring compliance with ODL policies.	3.11	0.71	3.14	0.76	3.12	Accepted
7	Set up procedures for addressing policy violations and taking corrective actions.	3.90	0.67	3.20	0.76	3.07	Accepted
8	Use compliance data to continuously improve policies and their implementation.	3.09	0.77	3.18	0.77	3.13	Accepted
Aggregate mean score		3.34	0.73	3.19	0.76	3.14	

Source: *Researcher Field Report, (2024)*

The results of Table 2 shows that all the items on the table indicate a positive response as they are above (2.50), the cutoff point. It is generally concluded that educational administrators ensure policy implementation as a role in effective implementation of open distance learning [ODL] in universities in Rivers State with the average mean score of (X= 3.14).

Research Question 3: To what extent do educational administrators ensure resource allocation as a role of in effective implementation of open distance learning [ODL] in Universities in Rivers State?

Table 3: Mean Responses of Male and Female Staff on the Extent Educational Administrators Ensure Resource Allocation as a Role in Effective Implementation of Open Distance Learning [ODL] in Universities in Rivers State

S/N	Resource Allocation Items	Mean		Female Staff		$\bar{x}_{set}$	Remark
		Male Staff		N =337			
		$\bar{X}$	Std	$\bar{X}$	Std		
9	Develop detailed budgets that allocate funds for all aspects of ODL, including technology, staffing, and materials.	3.22	0.76	3.36	0.70	3.29	Accepted
10	Identify and secure funding from various sources, including government grants, institutional budgets, and private donations.	3.23	0.72	3.16	0.76	3.19	Accepted
11	Implement robust financial management practices to ensure funds are used efficiently and effectively.	3.38	0.66	3.26	0.71	3.21	Accepted

12	Regularly report on financial expenditures and outcomes to stakeholders.	3.16	0.89	3.21	0.78	3.18	Accepted
Aggregate mean score		3.23	0.76	3.25	0.74	3.22	

Source: *Researcher Field Report, (2024)*

The results of Table 3 shows that all the items on the table indicated a positive response as they are above (2.50), the cutoff point. It is generally concluded that educational administrators ensure resource allocation as a role in effective implementation of open distance learning [ODL] in Universities in Rivers State with the average mean score of ($\bar{X}$ = 3.22).

Test of Hypotheses

The following hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure strategic planning as a role in effective implementation of open distance learning (ODL) in Universities Rivers State

Table 4: z-Test Analysis on the Difference in the mean ratings of Male and Female Staff on the Extent Educational Administrators Ensure Strategic Planning as a Role in Effective Implementation of Open Distance Learning (ODL) in Universities Rivers State

Respondents	N	$\bar{X}$	SD		z- calc.	z-crit..	s/level	Decision
Male Staff	87	3.21	0.73	225	0.28	±1.96	0.05	Accepted
Female Staff	157	3.22	0.76					

Source: *Researcher Field Report, (2024)*

Table 4 showed the result for the z-Test Analysis on the difference in the mean ratings of Male and female staff on the extent educational administrators ensure strategic planning as a role in effective implementation of open distance learning (ODL) in Universities in Rivers State. The result showed that the z-calc. value was 0.28, while the z-crit. was ±1.96 at 0.05 level of significance. The result showed that z-calc. was less than z-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Male and female staff on the extent educational administrators ensure strategic planning as a role in effective implementation of open distance learning (ODL) in Universities in Rivers State.

H₀₂: There is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure policy implementation as a role in effective implementation of open distance learning (ODL) in Universities in Rivers State.

Table 5: z-Test Analysis on the Difference in the Mean Ratings of Male and Female Staff on the Extent Educational Administrators Ensure Policy Implementation as a Role of in Effective Implementation of Open Distance Learning (ODL) in University in Rivers State.

Variable	N	$\bar{X}$	SD		z- calc.	z-crit..	s/level	Decision
Male Staff	87	3.34	0.73	224	0.073	±1.96	0.05	Accepted
Female Staff	157	3.19	0.76					

Source: *Researcher Field Report, (2024)*

Table 5 showed the result for the z-Test analysis on the difference in the mean ratings of Male and female staff on the extent educational administrators ensure policy implementation as a role in effective implementation of open distance learning (ODL) in Universities in Rivers State. The result showed that the z-calc. value was 0.073, while the z-crit. was ±1.96 at 0.05 level of significance. The result showed that z-calc. was less than z-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Male and female staff on the extent educational administrators ensure policy implementation as a role in effective implementation of open distance learning (ODL) in Universities in Rivers State.

H₀₃: There is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure resource allocation as a role of in effective implementation of open distance learning (ODL) in Universities in Rivers State.

Table 6: z-Test Analysis on the Difference in the Mean Ratings of Male and female staff on the Extent Educational Administrators Ensure Resource Allocation as a Role of in Effective Implementation of Open Distance Learning (ODL) in Universities [in Rivers State]

Variable	N	$\bar{X}$	SD	Df	z- calc.	z-crit..	s/level	Decision
Male Staff	87	3.23	0.76		0.07	±1.96	0.05	Accepted
Female Staff	157	3.25	0.74	365				

Source: *Researcher Field Report, (2024)*

Table 6 showed the result for the z-Test analysis on the difference in the mean ratings of Male and female staff on the extent educational administrators ensure resource

allocation as a role in effective implementation of open distance learning (ODL) in Universities Rivers State. The result showed that the z-calc. value was 0.070, while the z-crit. was ± 1.96 at 0.05 level of significance. The result showed that z-calc. was less than z-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Male and female staff on the extent educational administrators ensure resource allocation as a role of in effective implementation of open distance learning (ODL) in Universities in Rivers State.

Discussion of Findings

Strategic Planning as a Role of Educational Administrators Educational Administrators In Effective Implementation Of Open Distance Learning (ODL) in Universities in Rivers State

The results of Table 1 shows that all the items on the table indicate a positive response as they are above (2.50), the cutoff point. It is generally concluded that educational administrators ensure strategic planning as a role in effective implementation of open distance learning [ODL] in Universities in Rivers State. The corresponding result for hypothesis 1 on Table 4 above showed that the z-calc. was less than z-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Male and female staff on the extent educational administrators ensure strategic planning as a role in effective implementation of open distance learning (ODL) in Universities in Rivers State.

Yusuf and Yusuf (2009) explored how the adoption of distance learning programs affects the administrative structures of Nigerian tertiary institutions. The study focuses on the roles of educational administrators in adapting to the demands of ODL. The results showed that Administrators play a crucial role in setting the vision and direction for ODL programs. Effective strategic planning involves understanding the educational needs of the target audience and aligning ODL objectives with institutional goals. The study highlights the importance of securing necessary resources, such as technological infrastructure, learning materials, and financial investment. Administrators must ensure that these resources are optimally utilized. Continuous professional development for staff is essential to keep them updated with the latest trends and best practices in ODL. This includes training in both subject matter and distance learning methodologies. The study underscores the necessity for educational administrators to engage in strategic planning, effective resource management, and staff development to ensure the success of ODL programs.

Policy Implementation as a Role of Educational Administrators Educational Administrators in Effective Implementation of Open Distance Learning (ODL) in Universities in Rivers State

The results of Table 2 shows that all the items on the table indicate a positive response as they are above (2.50), the cutoff point. It is generally concluded that educational administrators ensure policy implementation as a role of in effective implementation of open distance learning [ODL] in Universities in Rivers State. The corresponding result for hypothesis 1 on Table 5 above showed that the z-calc. was less than z-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Male and female staff on the extent educational administrators ensure policy implementation as a role of in effective implementation of open distance learning (ODL) in Universities in Rivers State. Supporting results above, Kaur and Singh (2019) revealed that in the implementation of Open and Distance Learning (ODL) in educational, administrators play a critical role in facilitating the successful adoption and integration of ODL practices within schools. In the same vein, Anderson and Drone (2011) examined the evolution of distance education pedagogy through three generations: cognitive-behaviorist, social-constructivist, and connectivism. The result revealed that effective implementation of ODL requires the development of policies that support flexible learning, academic integrity, and equitable access. Administrators play a key role in formulating and enforcing these policies.

Resource Allocation as a Role of Educational Administrators Educational administrators in Effective Implementation of Open Distance Learning (ODL) in Universities in Rivers State

The results of Table 3 shows that all the items on the table indicate a positive response as they are above (2.50), the cutoff point. It is generally concluded that educational administrators ensure resource allocation as a role of in effective implementation of open distance learning [ODL] in Universities in Rivers State. The corresponding result for hypothesis 3 on Table 6 above showed that the z-calc. was less than z-crit. which means that the null hypothesis was accepted. Thus, the findings indicated that there is no significant difference in the mean ratings of Male and female staff on the extent educational administrators ensure resource allocation as a role of in effective implementation of open distance learning (ODL) in Universities in Rivers State. This result is in line with findings of Peters, (2010), who revealed that effective implementation of ODL requires substantial resources, including technological infrastructure, learning materials, and financial investment. Administrators must ensure that these resources are available and optimally utilized. This involves budgeting, securing funding, and managing expenditures to support the development and maintenance of ODL programs.

CONCLUSION

It was concluded that strategic planning is a role of educational administrators in effective implementation of open distance learning (ODL) in Universities in Rivers State; and there is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure strategic planning as a

role in effective implementation of open distance learning (ODL) in Universities in Rivers State.

It was also concluded that policy implementation is a role of educational administrators in effective implementation of open distance learning (ODL) in Universities in Rivers State; and that there is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure policy implementation as a role of in effective implementation of open distance learning (ODL) in Universities in Rivers State.

Finally, it was concluded that resource allocation is a role of educational administrators in effective implementation of open distance learning (ODL) in Universities in Rivers State; and that there is no significant difference between the mean scores of male and female staff on the extent educational administrators ensure resource allocation as a role of in effective implementation of open distance learning (ODL) in Universities in Rivers State.

RECOMMENDATIONS

The following recommendations were made, that:

1. Educational administrators should develop comprehensive plans that outline the goals, objectives, and strategies for successful implementation. This includes conducting needs assessments to understand the target audience and their requirements, as well as staying updated with technological advancements that can enhance the learning experience.
2. Universities in Rivers State ODL administrators must establish policies and guidelines that govern the use of ODL within the school setting. These policies should address issues related to student access, teacher training, curriculum development, assessment practices, data privacy, and technology infrastructure.
3. ODL administrators in Universities in Rivers State should ensure that teachers have access to appropriate resources and equipment to facilitate online teaching and learning activities.

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