

From the Managing Editor

It is our pleasure to produce Volume 4, Number 2 of the West African Journal of Open and Flexible Learning, WAJOFEL.

We are very grateful to the Commonwealth of Learning (COL), for its support through the consistent funding of the publication of the journal. This has guaranteed the sustenance of the journal. We also acknowledge the readiness of the Management of the National Open University of Nigeria (NOUN) to give its support. It is also worthy to thank our numerous readers for their feedback. They should keep them coming. This attests to the fact that the journal is working in consonance with all other ODL crusaders in the West African sub-region.

We thank our various reviewers for their willingness to cheerfully peer-review the manuscripts upon our request. It is certain that ODL research within the sub-region is strengthening.

This edition of the journal contains seven papers covering diverse research areas. It contains rich research information for practitioners of open and flexible learning based on existing theory and practice-driven solutions to identified contemporary problems.

Social Media Use as a Determinant of Knowledge Sharing Practices by Librarians in Tertiary Institutions in Lagos State, Nigeria was the focus of a study by **Frances Uchechi Obioma**. Based on the proliferation of information and communication technology and its influence on knowledge-sharing practices in organizations, libraries were conceived as requiring the adoption of social media for the exchange of knowledge in tertiary institutions in Lagos State, Nigeria. The survey research design, 204 librarians in 21 tertiary institutions in Lagos State and the use of descriptive statistics enabled the provision of answers to the research questions while linear regression was used to test the hypothesis. Social media use was reported to have a positive influence on the knowledge sharing practices of librarians. The study recommended that knowledge-sharing practices such as mentoring, community of practices, staff meetings and storytelling that were scarcely used to share knowledge should be encouraged in the library using

diverse social media tools such as Pinterest, Ning, Flickr, Del.icio.us, Instagram and Social Bookmarking that were sparingly used in the library.

A co-authored paper on lecturers' proficiency in the use of information and communication technology in Colleges of Education in Lagos State was as a result of a study carried out by **Drs. Sabainah Oyebola Akinoso, O. O. Festus & Mr M. A. Aderoju**. This study examined the proficiency level of lecturers in the use of Information and Communication Technology (ICT) in College of Education (COE) in Lagos State, Nigeria using the UNESCO competency framework for teachers (Technology Literacy, Knowledge Deepening, and Knowledge Creation). The study was a descriptive research using the cross-sectional survey type. The results revealed that College of Education lecturers are moderately proficient in the use of ICT for instruction with respect to technology literacy, knowledge deepening and knowledge creation. Among others, it was recommended that lecturers should be exposed to more training on the use of emerging technologies for instruction regularly to increase their proficiency level.

Dr. Chibuogwu V. Nnaka explored the perceptions and usage of social networking sites among distance learning students in Nigeria and presented the reports in this edition. The study was carried out to investigate the perceptions and usage of social networking sites among distance learning students in Nigeria. Findings reveal that social networking sites are mostly being used by students for purposes such as interacting with friends, and family, discussing national issues rather than for educational purposes. The distance learning students perceive social networking sites as interesting platforms for achieving academic excellence. The students use social media daily while Facebook was the most utilized social networking site. A number of recommendations were made towards the improvement of the use of social network sites.

An article by **Diipo Fagunwa** on flexible learning strategies in Yorùbá Education was a paper which reflected on Yorùbá indigenous education and its flexible learning strategies. A vivid description of flexible learning as a learning practice that empowers the student with control over what he learns and how he learns was carried out. It further highlights Yorùbá education as a complex education system which is not only holistic, fundamental but

integrated with an all-encompassing curricular. The paper identifies the tools used in Yorùbá education and how these are applied in a flexible way to get the best outcome and these form the basis for recommendations laid out at the concluding parts of the paper.

Dr. Juliet O. Inegbedion worked and reported on a study titled ‘Analysis of Factors Hindering Teachers’ Effectiveness in Secondary Schools in Lagos State, Nigeria: Policy Implications’. The baseline fact of the poor students’ performance in Nigeria secondary schools in the West African Examination Council (WAEC) was used as the pedestal for the study. This study attempted to find out factors that may be affecting teachers’ effectiveness. Among other findings, lack of interest for the job, poor interpersonal relationship, an unconducive learning environment, personal stress and workload as well as an influx of new learning and information technology were factors that hinder teachers’ effectiveness. Review of policies and implementation procedures was recommended to enhance teachers’ effectiveness.

Determining the attitudinal disposition of prospective tertiary admission seekers towards open distance learning in Nigeria: Delta North in perspective was **Dr. L. Amede’s** focus. The study attempted a determination of the attitudinal disposition of prospective tertiary admission seekers towards open distance learning in Delta North Senatorial District Nigeria. The researcher employed a multi-stage sampling procedure, the descriptive statistics and the Independent Sample t-test in executing the study. Findings revealed poor attitudinal disposition of potential admission seekers towards ODL. There was also a great disparity in the attitudinal disposition of potential admission seekers on the basis of location and gender. Recommendations include public enlightenment campaigns by the government and ODL institutions to sensitize prospective tertiary admission seekers towards open distance learning.

Dr. Oluyemisi. O. Pitan’s paper investigated the influence of social media on undergraduates’ study time. It was titled “Social Media and Undergraduates’ Study Time: The Counselling Implication”. With a catchy introduction to the concept of study time, the paper picked holes in certain areas of the academic activities of students which may owe their causes largely to time management. This research study adopted a survey research

design which involved the use of a structured questionnaire, and a sample size of 240 undergraduates. The study revealed no significant gender difference in undergraduates' study time, as well as social media usage. A number of relevant recommendations were also made.

Prof. Patrick Eya

Managing Editor

