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From the Editor in Chief

As I present to you the second number in the first volume of our Journal, 1 want also to thank you our readers for the patronage; I thank all the authors for their contributions and I thank all our consulting editors for the great work you are doing to help us achieve the aims and objectives of the Journal. Even with this edition, we continue to appreciate the more the need for a Journal like this for the propagation of knowledge in ODL and the distribution of same globally. We feel proud that we are able to play this role and make this contribution to the fast emerging field of open and distance learning. I re-emphasise my joy in the fact that the Regional Training Institute for Research in Open and Distance Learning (RETR1DAL) has established this bi-annual, international, scholarly, peer- reviewed journal dedicated to open and distance learning to document, disseminate and advance knowledge, teaching and research in this emerging field.

The Regional Training and Research Institute for Open and Distance Learning (RETR1DAL), which hosts this journal continues to play a major role in the development of capacity in ODL in the West African sub- region. Between the last publication and now, RETR1DAL had mounted a regional workshop in Ghana focusing on research methodologies in ODL; she had also trained staff from a number of dual-modes institutions in Nigeria on effective tutoring and feedback in ODL. Efforts at helping the Gambia to consolidate her work at developing a quality assurance framework had reached high peaks and we continue to have feedback from various organisations on the impact of RETRIDAL. We shall continue to appreciate the contributions, support and encouragement from the Commonwealth of Learning, COL, in the activities of RETRIDAL.

The National Open University of Nigeria on her part will continue to support the Journal and ensure that it matures and serves the entire world in terms of serving as an outlet for the dissemination of research findings globally. NOUN as a quality conscious university is strongly committed to cutting-edge research in the field of open and distance learning, and will consistently, jointly with the Commonwealth of Learning, support the West African Journal of Open and Flexible Learning, through the Regional Training Institute for Open and Distance Learning in achieving

the mandate of documenting, disseminating and advancing knowledge, teaching and research in the field of open and distance learning.

Finally, I humbly congratulate Professor Asha Kanwar on her appointment as the President of COL and wish her the very best and a most memorable tenure. We heartily congratulate the outgoing President, Sir John Daniel on his numerous achievements while in office, we appreciate his friendship to NOUN and to Nigeria and pray for his continued success in his future endeavours.

Professor Ado Tenebe
Editor-In-Chief

About RETRIDAL

The Regional Training and Research Institute for Open and Distance Learning (RETRIDAL) is an international institute established under a collaborative agreement between the Commonwealth of Learning and the National Open University of Nigeria (NOUN). It is mainly for capacity building and research in Open and Distance Learning (ODL) for the West African sub-region, and anywhere in Africa when needs arise.

The primary purpose of the institute is in three broad but interrelated parts: first, the institute has the mandate to plan and implement programmes to meet the training and capacity development needs of practitioners of open and distance learning - administrative, technical/technological and academic - within the West African sub-region. Second, the institute is mandated to initiate, carry out, and support research in all areas of open and distance learning and its ancillary fields. While the institute facilitates research into open and distance learning as a field of enquiry, it is also involved in promoting discipline-based researches which have implications for open and distance learning. In doing this, the institute is expected to provide necessary training in research and provide support to early career researchers and experienced academics to pursue their research. The institute is also required to provide opportunities for the dissemination of research outcomes through its dedicated website, newsletter and regular journal.

The third strand of RETRIDAL's mandate is to serve as a platform for intra regional and inter regional cooperation and linkages between open and distance learning institutions, organisations and professional associations in West Africa and the rest of the world.

RETRIDAL is physically housed within the National Open University of Nigeria.

The vision of the institute is to be seen as a centre of excellence in open and distance learning in the West African sub-region through the promotion of workable policies, development of accountable strategies, the promotion of useful research activities and the initiation of network and collaboration for the purposes of attaining excellence in open and distance learning.

To achieve its mandate, the institute has been focusing on meeting the training needs of open and distance learning institutions including single mode, dual mode, consortium and solely electronic mode in the West African sub-region. This way, it intends building a network of open and distance learning trainers and core of professionals in ODL in the sub-region.

More than twenty four institutions have participated in various RETRIDAL activities from The Gambia, Sierra Leone, Ghana, Cameroon, Nigeria and Tanzania over the last few years to respond to various needs. Many more are expected to participate in the coming years. The feedback from many of the institutional as well as individual participants has been very encouraging.

The institute has its activities supervised by an International Advisory Board with members from the Commonwealth of Learning and the West African sub-region.

From the Managing Editor

We have the pleasure of presenting to you Volume 1 Number 2 of the Journal, **West African Journal of Open and Flexible Learning, WAJOFEL.** With this number. Volume One is now complete since we plan to have only two numbers per volume.

We thank the Commonwealth of Learning, COL, for continued support in publishing the Journal. Next, we appreciate the continued support and encouragement of the National Open University of Nigeria, NOUN. We had got a few feedback on our maiden edition from some of our readers. We thank them for their comments and suggestions.

ODL in West Africa

Open and Distance Learning, ODL, continues to receive a boost in the West African sub-region through the activities of the Regional Training and Research Institute in Open and Distance Learning, RETRIDAL. In Nigeria, in addition to the four dual mode universities, nine conventional universities had shown interest and are discussing with the National Universities Commission, NUC, to go dual. They also have started participating in some workshops run jointly by RETRIDAL and NUC for purposes of developing capacity, developing skills in effective tutoring and feedback in ODL, and getting ready for workshops on course material development and also, later in the quarter, another workshop on deployment of multi-media in ODL. In Ghana, CENDLOS is publicising ODL and getting the Ministry of Education sold to the idea, while two universities are blazing the trail in the adoption of ODL. Cameroon had held a number of workshops to further sharpen her efforts to develop capacity here. The Gambia had produced a Quality Assurance Framework in higher education, part of which looks at ODL. Sierra Leone had held a workshop with focus on e-learning and the adoption of modem technologies in teaching in higher education. The regional workshop on research methodologies in ODL drew participants from Nigeria. Ghana, Sierra Leone and the Gambia.

The growth of interest in institutionalising ODL we hope will sooner than later be matched with growth in research activities focused on ODL or with major implications for ODL. We also do hope that as this Journal

begins to circulate within the sub-region, more researchers will become aware of this very useful source and outlet for their research findings. The growing pool of research students in ODL, E-Learning and Distance Education too will find the Journal useful especially with the growing number of research work within the sub-region.

Volume 1 Number 2, i.e. this edition, carries eight papers.

Muganda in the paper, **"Harnessing OERS for Professional Development Programmes: The Case of TESSA Materials Use in the Diploma in Primary Teacher Education of the Open University of Tanzania"** is an evaluative study of TESSA materials. She stated that the potentials of Open Education Resources (OERs) especially in widening access to education, is increasingly being acknowledged and more types and forms of OERs are being developed. She posited that while discussions on challenges and new ways of improving the development and use of OERs are ongoing, her paper attempts to add onto the literature on the dynamics of harnessing OERs for professional development programmes. The study is anchored on the lessons learned in the process of integration and use of Teacher Education in Sub-Saharan Africa (TESSA) materials in the Diploma in Primary Teacher Education (DPTE) programme of the Open University of Tanzania (OUT); as well as the evaluation of the use of TESSA materials by DPTE students that have recently been undertaken. The findings revealed, among other things, the dynamics of integrating OERs, including the mindset on OERs (buying in), capacity building and resources. It also underscored the challenges and innovative ways of improving access to OERs in terms of physical reach, understanding, adaptation/adoption and application. Part of her conclusions is that there is a need for further research as well as collaborative research and networks of researchers in the issues of OERs to enhance its contributions to the development of education in Africa.

Okopi investigated **"Time Management Strategies among Students in the National Open University of Nigeria"** with a view to identifying the level of non- adherence to their self -assigned time management strategies (TMS) during the course of their studies. He also investigated the influence of a number of variables like gender, age, marital and employment statuses on their adherence/non-adherence to their time management strategies. He found that to a large extent the students in his

study adhered to their time managements strategies and for those who do not, a number of variables had significant influences on such behaviour.

Okoroegbe's study too was on the National Open University of Nigeria. His focus was **"An Evaluative Study of the E-learning Resources of National Open University of Nigeria".** According to him, based on descriptive survey design, the paper evaluated the e-learning resources used to complement other modes of instructional delivery in NOUN. The findings indicated that while the institution's e-learning tools and technology resources are still at the infancy and thus not often user-friendly, the e-maturity of a significant number of NOUN students is still very low. The study, further found that students' interest in e-learning could be motivated in the foreseeable future, if certain technological challenges confronting the institution's e-learning platform are addressed. Based on the findings, he made some recommendations to improve the e-learning services of the National Open University of Nigeria; especially in the 21st century where e-learning is becoming the preferred mode of instructional delivery in ODL.

"The Influence of Emotional Intelligence on Management Performance in an Open and Distance Learning Institution" was the focus of the study by Meirani Harsasi, Muzammil and Olivia Idrus. The study conducted at the Universitas Terbuka, Indonesia, addressed the influence of emotional intelligence on management performance drawing samples from the university. All the 37 Heads of Regional Offices of UT participated in the study. The data was obtained in two ways, namely primary data about emotional intelligence obtained through the administration of a questionnaire and secondary data about performance obtained through the office of the Vice Rector III. The results of the study showed that four elements of emotional intelligence (self awareness, self-regulation, motivation, and social skills) strongly influenced management performance. One element of emotional intelligence, namely empathy, did not significantly affect management performance. Overall, the results suggested that it is important for an ODL institution to have leaders and employees with high emotional intelligence in order to achieve the goal effectively.

The main aim of Ambe-Uvah's study was "to **investigate the role of open and distance learning in providing access and educational opportunities to the internally displaced persons, IDPs".** Using two single mode open and distance learning institutions, viz National Teachers' Institute, Kaduna in Nigeria and the National Open University of Nigeria, the study investigated how the mounting of certificate programmes has significantly affected the "Four As" framework delineating the content of the right to education for IDPs: Availability; Accessibility; Acceptability and Adaptability. Based on the findings, it was recommended that a comprehensive framework be put in place by the government in deploying accessible educational technologies to enable those living in marginalised communities take full advantage of the push towards Education for All.

Nhundu reported the results of an exploratory study to develop a quality assurance index for ODL using staff of the BRODOCOL. The main purpose of the study was to determine whether the major factors that contribute to effective delivery of distance education were in place. The study focussed on the quality of distance education by assessing perceptions of staff in six main quality areas, including course development, learner support, instructional support, teaching/learning experience, staff support, and assessment and evaluation, with a view to creating awareness and promoting commitment to quality at all levels of the institution. Data collected using a 5-point Likert scale questionnaire were analysed and the results used to develop a Distance Education Provision Quality Index (DEPQE) that will hopefully assist in assessing the quality of distance education provision and determining challenges in the provision of quality distance education.

Ofole, Fawusi and Oduneye examined the influence of two independent variables (course of study and gender) on the problems experienced by students of Ibadan Study Centre of the National Open University of Nigeria as well as the relationships between these variables and frequently asked questions at the centre. Four hundred students comprising registered and prospective students who correctively filled the Students Counselors' ledgers were used for the study. The results show that all the respondents irrespective of course of study experienced some challenges related to ICT, course materials, facilitation, and assessment; female

students were found to have more challenges in the area of ICT than their male counterpart; both the males and females asked similar questions before enrolling into NOUN; there was a significant difference in the questions asked by prospective students based on their age.

Nigeria is determined to become one of the 20 big powers in the world in the year 2020. One of the ways of attaining this ambition is through her education system. Yet for the past two decades or so the performance of students in Mathematics in external examinations like the West African School Certificate, the Senior Secondary Examination and the National Examination Council Examinations had been rather poor. Mathematics is not only the queen but also the language of science and technology. In Nigeria, like in any other country globally. Technology has affected and even changed our lives and society in very many ways. Technology along with its handmaiden, the computer is fast becoming the common denominators of a global world. The good thing is that the youth, including Nigerian youth, are quick and fast in understanding the language of the computer. Nigeria is embracing the introduction of the personal-computer into schools. This thus seems to be the time for a paradigm shift in the teaching and learning of Mathematics in Nigerian secondary schools and in the ODL institutions. One of the implications of the study by Salawu and Oyarinde points to this direction.

They investigated the relative effectiveness of computer- assisted instructional strategy on senior secondary school students' learning outcomes in Mathematics. Also, the influence of gender on the performance of students exposed to computer -assisted instructional strategy was examined. The researchers used a quasi-experimental pre-test, post-test, control group design to carry out the study. The treatment was computer- assisted instruction and conventional teaching method. Two hundred and forty (240) second year senior secondary school students (SSSII) from six (6) public secondary schools in Ondo West Local Government Area of Ondo State were randomly assigned to the study. The students' pre-test and post-test scores were subjected to Analysis of Covariance (ANCOVA) and Chi-Square. The findings of the study showed that the performance of students exposed to computer -assisted instruction was better than their counterpart exposed to the conventional classroom instruction. However, no significant difference existed in the performance of male and female students exposed to computer- assisted instruction. Based on the research findings,

recommendations were made on the need to develop relevant computer - assisted instructional packages for teaching mathematics in Nigerian secondary schools.

Babatunde Ipaye
Managing Editor