

WEST AFRICAN JOURNAL OF OPEN AND FLEXIBLE LEARNING

Aims and Scope

West African Journal of Open and Flexible Learning exists to facilitate and encourage high quality scholarship on important theoretical and empirical work in Open and Distance Learning ODL, research as well as research in all disciplines that could be taught and learnt by the open and distance learning approach. Researches in the Sciences and Social Sciences, Humanities, Law, etc. are therefore equally encouraged especially those whose findings have identifiable implications for open and distance learning. ODL is a rapidly developing discipline which encourages teachers and learners of all disciplines to think of alternative modes of content delivery, alternative to the conventional face-to-face method, particularly for purposes of expanding access to the discipline, hence there is a need for all disciplines to research into the best ways of applying the ODL philosophy.

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CONTENTS	PAGE
From the Editor-in-Chief	1
About RETRID AL	2
From the Managing Editor	5
Mutale M. Musonda and Overson Shumba: Issues and Opportunities in the Development of Open and Distance Learning across Socio-Economic Development Sectors of Zambia	10
Adefolarin A. Olamilekan: Cyber-Activism and Social Network Media: Appropriating the Emerging Platform to Promote Nation-Building and Peace	43
Vincent Ado Tenebe and Rotimi Ogidan: Enhancing and Building the Capacity of the National Open University of Nigeria Staff in ODL Research	64
Augustine C. Ukwueze: Effects of Cognitive and Modelling Techniques on Students' Study Behaviours in Secondary Schools	89
Samuel Olumuyiwa Olusanya: Human Capital Development in Education and Economic Growth: A Granger Causality Test in Pre- and Post-Regulated Nigerian Economy (1970-2011)	109
Revitalisation of Open and Distance Learning (ODL) Programme for Rural Dwellers' Empowerment	125
Foluke Fatimayin: Effectiveness of Vocational Skills Acquisition Programmes of National Open University of Nigeria on Women Empowerment	149
Chidinma Henrietta Onwubere: Television Viewing and Perception of Social Relations by Nigerian Children	180

Ganiyat A. Adesina-Uthman: Improving the Level of Education and Economic Empowerment of Women in <i>Purdah</i> through ODL at the National Open University of Nigeria	212
Fidel O. Okopi and Ndidi M. Ofole: Assessing Learners' Satisfaction towards Support Services Delivery, in National Open University Nigeria: Implications for Counselling Services	229

From the Editor-in-Chief

This edition, which represents the fifth edition of the West African Journal of Open and Flexible Learning (WAJOFEL), reaffirms the distance learning journal is here to stay and has continued to contribute to the advancement of knowledge in academic communities both in Nigeria and globally. In spite of the fact that this edition is coming out later than anticipated, the papers therein are no less interesting and informative. The Editorial Board continues to strive for a more vibrant and professional production of editions of the journal one after another. The Board is ever ready and committed to take the journal to greater heights and expand its reach. WAJOFEL remains one of the few scholarly, peer-reviewed journals in West Africa that are primarily devoted to open and distance learning and for the advancement of knowledge in this specialized field.

It is gratifying and heart-warming to note that the West African Journal of Open and Flexible Learning (WAJOFEL) has continued to enjoy greater reckoning and awareness within academic communities beyond the shores of Nigeria. When viewed in relation to the short history of the journal, this development can be further appreciated and celebrated. However, since the appointment of the Editorial Board of the journal the task of keeping the journal afloat and sustaining its vibrancy and spread has been made less of a challenge. Our expectation and aspiration is that WAJOFEL will continue to be one of the preferred outlets for research-based ODL papers which will be within reach of those who are actively engaged in ODL research in higher institutions within the West African sub- region and even beyond.

It is instructive to bring to the attention of its readers and other stakeholders to the fact that since the launch of WAJOFEL some three or so years ago, authors of articles published by the journal have so far done so at no cost; in other words, they have not been asked to pay page charges for their papers. It goes without saying that the cost of publication must have been passed on to certain organizations, which had ensured that the financial burden of sustaining the journal was borne. The two organizations which have so far borne the full cost of publishing WAJOFEL up till now are the Commonwealth of Learning (COL) and the National Open University of Nigeria (NOUN). It is likely that this may go on indefinitely, largely because

cost of publication is ever-increasing, which is a global phenomenon. The only option left will be to ask authors to pay certain charges to defray at least a fraction of the cost of production. Consequently, the Editorial Board of WAJOFEL will be introducing payment of page charges by authors of accepted manuscripts to be published in subsequent editions. A nominal page charge will apply beginning from Volume 3, Number 2 of the journal. Details of this can be found under “Instruction to Authors” on the inside back cover. Until a journal becomes self-sustaining, its sustainability and survival will remain at stake.

Prof. Vincent 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 intraregional 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 coming out with the Volume 3 Number 1 of the **West African Journal of Open and Flexible Learning, WAJOFEL**. This is the last number for this volume as we continue to reach out to stakeholders concerning researches in ODL in the West Africa sub-region.

We are indeed very grateful to the Commonwealth of Learning, COL, for the support for the funding of this publication of the journal. This has really ensured the sustenance of the Journal. We also acknowledged the readiness to offer support at all times by the National Open University of Nigeria. It is also worthy to thank our numerous readers for their feedbacks. It confirms that the journal is working in tandem with all other ODL crusaders in the West Africa sub-region. We thank our various reviewers for their prompt responses each time they work on papers sent to them. The fact remains that ODL is growing in the sub-region.

This edition of the journal contains ten papers covering various research areas. The edition parades rich research information for practitioners in open and flexible learning based on existing theory and practice-driven solutions to identified problems.

Professors Mutale M. Musonda and Overson Shumba **examined issues and development of Open and Distance Learning across socio-economic development sectors of Zambia**. Their paper discusses opportunities and challenges of open and distance education in Zambia based on the country's Vision 2030. They raised the need for partnership among Higher Educational Institutions, resolution of problems impeding adoption of ODL technologies and the implementation of a transformative paradigm. Discussion of these issues was used as pedestals for the effective use of ODL in addressing questions of power and inequalities regarding socio-economic development in Zambia.

Dr Chidinma Henrietta Onwubere in the paper titled **Television Viewing and Perception of Social Relations by Nigerian Children** discussed the influence of exposure to violent television messages and its effect on children's perception of social relations. The paper investigated the relationship between exposure to television violence and children's perception of social relations. The George Gerbner's Cultivation theory of heavy viewers was used as the

theoretical basis . The results obtained reflected a significant shift from earlier theories. Recommendations cover the need to address youths' restiveness and their increasing negative perception of social relations and the necessity for the society to pay greater attention to girls and women interests through effective mass media campaign.

Professor Vincent Ado Tenebe and Dr Rotimi Ogidan in the paper **Enhancing and Building Capacity of the National Open University of Nigeria Staff in ODL research** focused on improving the research skills of staff in the ODL institutions with particular reference to the situation in the National Open University of Nigeria. The paper hinges on the problem of lack of requisite background in ODL delivery, the need for specialised training and re-training of staff in aspects of learner support systems, effective use of technology and elimination of learner isolation among others as a basis for the need to acquaint the staff with capacity training and development in research. The paper dwell on the efforts of the university in the provision of resources towards ensuring acquisition of relevant knowledge and skills in ODL research by staff particularly in areas that would improve best practices in the administration of ODL.

Drs Fidel O. Okopi and Ndidi M Ofole through the paper titled **Assessing Learners' Satisfaction of Support Services in NOUN: Implications for Counselling Services** determined the level of students' satisfaction of learner support services in the study centres of the National Open University of Nigeria. The paper also found out whether the support services offered at the study centres had significant influence on the level of students' satisfaction. The results indicated significant differences among students' in their satisfaction with learner support services. A significant difference was also observed across geopolitical zones. Students also adjudged learner support services provided in the five of the available study centres to be unsatisfactory.

Samuel Olumuyiwa Olusanya reported on the impact of **Human Capital Development in Education and Economic Growth in Pre- and Post deregulated Nigerian Economy between 1970 and 2011**. Data from human capital development in Education (HCDE) and Gross domestic product were subjected to analysis using the Granger Causality Test. Results revealed that human capital development in education causes economic growth in pre- deregulated Nigerian Economy as against the deregulation period. Recommendations were made towards the Nigerian Government investment

in human capital development in the education sector to meet the vision 2020 development in the country, attempt structural and strategic planning of her educational institutions, improve the school systems as well as make available manpower relevant in the highly competitive and globalized economy.

Dr Adefolarin A. Olamilekan wrote on Cyber-Activism and Social Network Media: appropriating the Emerging Platform to Promoting Nation- Building and Peace. He conceptualised cyber-activism and social networking media as a medium through which nation building and peace can be promoted. The invaluable role of cyber activism and social network media in the promotion of peace were trashed out as well as the relevance of the discourse theory as it relates to the nationalist ideology with the intent of showing how cyber activism and social networking media platform could serve as viable **tools** in enhancing the promotion of nation building and peace. The paper posits that development of quality distance education in Nigeria is assured if such efforts were sustained.

Clement A. C. Chukwunka and Edeama O. Onwuchekwa discussed **Revitalization of Open and Distance Learning (ODL) Programme for Rural Dwellers' Empowerment.** The paper traced the relationship between Empowerment and quality of life in Obohia-Ndoki community to establish the need for the Empowerment of Obohia-Ndoki community as a people through the Open and Distance Education, which is a vital and indispensable instrument to promote the survival of the rural community. The study reported that the establishment of the ODL created a rejuvenation of all aspects of life especially academic and social life and also empowers the target sample to tackle the inherent intrigues within the society while their skills were also updated with mechanized system of the modern textile knitting and weaving. Results indicated that through ODL, problems of ignorance, lack of economic optimum, poverty among others were resolved with the empowerment of the rural community.

Dr. Ganiyat A. Adesina-Uthman wrote on **Improving the Level of Education and Economic Empowerment of Women in *Purdah* Through ODL at the National Open University of Nigeria.** The paper traced the history of women emancipation across the globe. It further examined the Muslim woman from the standpoints of religion, education and job roles. The paper also pointed out the fact that the 'new paradigm' in economic growth, development and

technology which has encouraged the Muslim world to embrace western education of the girl child. The education of women in *Purdah* was said to be unsuccessful so far given their limited access to Western education. The paper's theoretical analysis also compared male-female access to education in Nigeria in favour of males. The paper recommends effective use of flexible learning offered by Open and Distance Education to provide education to Muslim women in *Purdah*.

Dr. Augustine C. Ukwueze in this edition investigated the **Effects of Cognitive Restructuring and Modelling Techniques of Counselling on Students' Study Behaviours in Secondary Schools** using students in intact SS2 classes from three Federal Government-owned secondary schools in Ebonyi State, Nigeria. Results showed that there were significant treatment and interaction effects on the dependent variable. School counsellors and other stakeholders were admonished to apply cognitive restructuring and modelling techniques of counselling to remedy study behaviours among their students in order to improve academic performance.

Dr Foluke Fatimayin reported on the **Effectiveness of Vocational Skills Acquisition Programmes of National Open University of Nigeria on Women Empowerment** in this publication. It traced the problems of Poverty and gender inequality as critical to the prosperity of the Nigerian society. Girls and women especially those living in the rural areas were presented as the worst hit. The study investigated the availability and effectiveness of vocational skills acquisition programmes for women offered by the National Open University of Nigeria (NOUN). It also ascertained the effectiveness of the skills acquisition training programmes in empowering women. The findings showed among others that more need-based vocational programmes and massive sensitization is necessary for the rural populace and recommended that NOUN should float need-based programmes and set up skills acquisition centres in rural areas.

Professor Vincent Babatunde Ogunlela
Managing Editor