

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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From the Editor-in-Chief

The second volume of the West African Journal of Open and Flexible Learning (WAJOFEL) demonstrates our resolve and commitment to provide a refereed journal to encourage high quality research and to foster intellectual excellence in the field of open and flexible learning. As usual, I am proud to present this edition to our numerous subscribers and readers, who have tremendously grown since the maiden edition in 2011.

The West African Journal of Open and Flexible Learning (WAJOFEL) is a flagship and outlet of the Regional Training Institute for Research in Open and Distance Learning (RETRIDAL), in critically analysing and disseminating cutting-edge research in the field of open and flexible learning. The Journal, since its inception, continues to carve a niche for itself by providing innovative findings and policy frameworks in the fast-emerging field of Open and Distance Learning. In particular, it has paid attention to empirical studies with strong policy orientation.

The Regional Training Institute for Open and Distance Learning (RETRIDAL) has been established for capacity building and research in Open and Distance Learning (ODL), specifically for the West African sub-region. The growing field of ODL demands that research must focus on topical issues of access, quality, pedagogy, technology among others. This has been the overarching focus of the Journal; to improve the overall practice of distance education and open learning in Africa and beyond.

It is therefore my pleasure to inform you that the National Open University of Nigeria, working with the Commonwealth of Learning would continue to support the West African Journal of Open and Flexible Learning (WAJOFEL), through the Regional Training Institute for Open and Distance Learning (RETRIDAL) in sustaining a critical analysis of the field of Open and Distance Learning. The focus would not just be to achieve high quality research in the field, but to ensure a synergy between research and policy.

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 journal.

The third strand of RETRIDAL's mandate is to serve as a platform for intra- 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 in response 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 are happy to be out with Volume 2 Number 1 of the **West African Journal of Open and Flexible Learning, WAJOFEL**. It is exciting to note that more people are becoming aware of the Journal and particularly that researchers across the continent and beyond are starting to get more familiar with WAJOFEL. The mission of the Journal as a research outlet for researchers in the sub-region and beyond, is gradually been achieved as we continue to reach out to more stakeholders in ODL.

The Commonwealth of Learning, COL, continues to support the funding of the publication of the Journal. This has ensured the sustenance of the Journal. We are grateful to COL. Next, we appreciate the ever ready support and encouragement by the National Open University of Nigeria, NOUN. We had got additional feedback on our maiden edition as well as Volume 1 Number 2 from some of our readers. We are particularly happy to note that a number of our readers felt that the Journal has come to fill a vital vacuum in ODL especially in this sub-region.

Our various Consulting Editors also continue to encourage us through their hard work and prompt review of papers sent to them. We very much appreciate their efforts.

Open and Distance Learning, ODL, continues to receive a boost in the West African sub-region as revealed by the increasing number of dual mode institutions in countries like Nigeria and Ghana.

This edition contains ten papers covering various areas of research.

Ogidan and Ofoha set out to explore **the co-ordinate psychosocial correlates of academic performance of distance learners**. The study employed the correlational survey design to examine the nature of relationship between the independent variables of motivation, locus of control, cognitive style, personality trait and the dependent variable of learning achievement. The sample comprised 500 undergraduate students drawn from different academic disciplines from Lagos Study Centre of the National Open University of Nigeria (NOUN). Data were collected using

four psychological instruments as well as data gathered from the students' record of academic performance in the university registry. Three hypotheses were formulated and tested using correlation and multiple regression analysis, as well as t-test, with alpha level set at 0.05. Findings revealed that the psychosocial variables selected correlated significantly with students' academic success with a joint contribution of 68%. The order of importance of these variables to the prediction of academic performance is locus of control, cognitive style, motivation and personality trait, respectively. Findings further revealed significant difference between academic achievement of internal and external locus of control groups while no significant difference was found between other group dichotomies. The implications of these findings for instructional design, counselling and support services are highlighted.

Nyerere reported **a case study comparing distance learning (DL) programmes in Kenya and Italy**. The focus of the study was on DL delivery models in Kenya and Italy, funding, the costs of DL programmes, staffing, and the policies governing these programmes. **The case study focused on the University of Padua in Veneto Region, Italy and Kenyatta University in Kenya. The study established that there are similarities between the two institutions, Kenyatta University and the University of Padua in terms of DL modes of delivery, and funding of the programmes while differences arise in the courses offered through DL, technology employed, and the policies governing DL in the two institutions.**

Alabi, Alabi and Mohammed's paper undertook a snapshot of **the labour market analysis and academic programming in Ghana**. The labour market was operationalised by the number of peer institutions accredited to offer similar academic programmes and enrollments representing the supply-side and the number of advertisement for various qualifications, representing the demand side. Cumulative frequencies and percentage demand were compared with proposed national norms and performance targets. The results suggested that enrollments in tertiary education institutions in Ghana are not in consonance with public policy targets and these are also not aligned with labour market trends. There is a mismatch between demands for humanities heavily represented by business-related programmes and demand for the sciences against a national enrollment norm of 60:40 for Science and Humanities respectively. The virtual lack of

consistent and comprehensive data on the labour market, enrollment and graduation statistics at both institutional and national levels contributes largely to the observed trend.

Adesina's paper provided **an overview of multi-touch hardware, products and market as well as their uses in education for teaching and learning purposes**. It presented an overview of the emergence and historical development of multi-touch devices and products that have become available. It discusses findings from a group of computer science students that used an iPad to carry out diagramming tasks using an Entity- Relationship diagram modelling tool prototype. Test results showed diagramming tasks to be possible; it also showed students' recognition of the potentials of the application in meeting their educational needs.

Iswanto and Susilo investigated **customer satisfaction with the operation of online bookstore at the Universitas Terbuka**. The aim of the study was **to** find out whether the logistic support, homepage presentation, and characteristics of technology, information, and product have influence on customer satisfaction in e-commerce. The research involved the use of a questionnaire survey to 180 students as customers of UT online bookstore. Further interviews were conducted with students, regional office coordinators, and managers of UT online bookstore to get clarity of information and more in-depth data. The results of the multiple linear regression analysis indicated that the logistic support, homepage presentation, the characteristics of technology, information, and product had significant impact simultaneously on customer satisfaction of UT online bookstore. Only technological characteristics partially did not significantly influence customer satisfaction of UT online bookstore. Interviews with regional office coordinators and online bookstore managers showed that the UT had to do more orientation and promotion of online bookstore to students, and the UT had to ensure the stock availability of learning materials.

Akinwumi and Oyekan investigated **the relationship between eight quality control measures and the quality of graduates produced**. The quality control measures were accreditation, ranking, bench mark, staff/students, facilities, capacity building, exchange programme and post-UTME examination.

The eight quality control measures when combined, have a positive multiple correlation with quality of graduates ($R=0.34$). Furthermore, 33.9% of the total variation in quality of graduates is accounted for by the eight quality control measures. The benefit and impact of quality education also make invaluable contributions to all areas of human development and helping to eradicate poverty. Recommendations were also made to enhance quality of university education because of its strategic position in educational system.

Nwaocha investigated **the attitude of students to, and their use of mobile phones**. The survey was carried out among the students in the Department of Communication Technology at the National Open University of Nigeria. The outcome of the analysis indicated that mobile learning has the potential to enhance students' attitude as well as the effectiveness of the available student support system in NOUN. Students showed a positive attitude to the use of mobile phones both for providing information and for instructional delivery. It is hoped that the outcome of this research will help inform all stakeholders, those who are seeking to adopt mobile learning systems with a view to improving interaction and enriching students' learning experiences in their Open and Distance Learning (ODL) institutions.

Oyahkiromen wrote on **legal education in Nigeria**, examining the issue of access and thus the need for liberalisation of content delivery in legal education. The paper generally, seeks to showcase the methodology and practice of legal education in Nigeria in the face of globalisation and transnationalisation of legal education. It considers the objectives of enacting the Legal Education Act, basic course content, methodology, practice, admission criteria and other components of legal education in Nigeria. It also outlines the benefits and burden of legal education in its present closed or open systems of education, and how globalization and the revolution in information and communications technology affect legal education in Nigeria. Another issue it addresses is the limited capacity of the six Nigerian Law School Campuses across the federation with inadequate ICT and network systems, libraries and requisite training facilities, which has resulted in a backlog of prospective students.

Opataye's study investigated **learning styles and academic learning time**

as predictors of secondary students' achievement in chemistry. Using an ex-post facto research type, four research hypotheses were tested. Two instruments - Learning styles ($r=0.76$) and academic learning time ($r=0.78$) questionnaire (LSALTQ) and Chemistry Achievement Test (EAT) ($r=0.81$) were used to gather data. Two hundred and forty chemistry students were randomly selected from four Local Government Areas of Oyo State, Nigeria. Multiple regression analysis was used to analyse the data. The results showed that there was a significant composite contribution of learning styles lesson structure, sociological, auditory and tactile) and chemistry academic learning time available (allocated, instructional, engaged) to students' achievement in chemistry. Lesson structure had relative significant contribution to determine the achievement of students in chemistry. Teacher instructional time had highest contribution followed by students' engaged time. Chemistry teachers need to adapt their instructional delivery to the different learning styles of the students.

The last paper by Andree Sursock and Tia Loukkola is a short report providing information on **the IEP methodology**' with a view of helping African universities see how far they can adapt the methodology in instituting quality assurance mechanisms in their universities. The paper presents the results of a pilot evaluation project, QA-Connect, conducted jointly by the Association of African Universities and the European University Association in 2010-12. Five universities were selected to test an institutional evaluation methodology in different national and institutional contexts. The universities were located in the following countries: Republic of Gabon, Ghana, Kenya, Namibia, and Nigeria. These pilot evaluations were endorsed by the universities that were evaluated as well as by their evaluation teams and were found to be useful to institutional development, particularly to their strategic capacity and the development of their internal quality processes. Relying on bi-regional evaluation teams, the QA-Connect project used an institutional evaluation instrument that was developed in the early 1990s to answer the strategic development needs of European universities. After a brief presentation of the evaluation methodology and how it was adapted to the project, the paper seeks to answer three questions: What has been the obstacles and success factors of this pilot project? What benefits the participating universities expect to derive from it? To what extent an instrument developed in a European context is suited to the variety of

African contexts? The analysis is based on a scrutiny of the five evaluation reports, two questionnaires (to the evaluation teams and the institutions) and discussions during a post-evaluation seminar that addressed all aspects of the project.

We hope you will enjoy reading the papers.

Babatunde Ipaye