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Open and Distance Learning (RETRIDAL), National Open
University of Nigeria (NOUN) in collaboration with the
Commonwealth of Learning (COL)

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WEST AFRICAN JOURNAL OF OPEN AND FLEXIBLE LEARNING

Aims and Scope

The 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 through 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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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, Abuja, 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 Senegal 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 institutions 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

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 feedbacks. 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 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 positive influence on 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

various social media tools such as Pinterest, Ning, Flickr, Delicio.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. Chibugwu 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, 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 complete 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, unconducive learning environment, personal stress and workload as well as influx of new learning and information technology were factors that hinder teachers' effectiveness. Review of policies and implementation procedures were 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 great disparity in the attitudinal disposition of potential admission seekers on the bases 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 careful introduction to the concept of study time, the paper picked holes in certain areas of the academic activities of students which may owe their cause largely to time management. This research study adopted a survey research



Proficiency in the Use of Information and Communication Technology in Colleges of Education in Lagos State

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The study examined the proficiency level of lecturers in the use of Information and Communication Technology (ICT) in College of Education in Lagos State, Nigeria using the UNESCO competency framework (Technology Literacy, Knowledge Deepening, and Knowledge Creation). The cross sectional survey method was adopted for the study. 112 lecturers randomly selected from the three purposively selected ten Colleges of Education in Lagos State, Nigeria. The study was adapted from Adeyanju (2015). Mean was used to answer the research questions with a bench mark of 2.50. The study found out that the proficiency levels of lecturers' are moderate in terms of (Technology Literacy, Knowledge Deepening, and Knowledge Creation). The study also found that lecturers in colleges of education are developing in their proficiency in the use of ICT for instruction ICT. 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.

Keywords: Information and Communication Technology, Proficiency, College of Education

Introduction

During the last two decades higher education institutions have invested heavily in information and communication technology (ICT) which has the potential to transform teaching and learning processes because education policy makers widely accepted that improved access to information and communication technology (ICT) in education can help individuals use in a global economy by creating a skilled work force and facilitating social mobility (United Nations Educational, Scientific and Cultural Organisation, UNESCO, 2014). Globally and in Nigeria, education policymakers have been formalized all-inclusive ICT policies as part of educational renewal and reform at all levels of education. At the international level, policy for integrating ICT for development was first formulated in the Millennium Development Goals (MDGs), which states that in cooperation with the private sector, benefits of new technologies, especially information and communications should be made available (UNESCO, 2008).

UNESCO, (2008) and (2011) concluded that ICT is beyond a mere delivery mechanism but also enhances the pedagogy as it changes the nature of teaching and learning. ICT help to bring abstract concepts to life using images, sounds, movement, animations and simulations. In any case, a better understanding of ICTs and their impact on student outcomes are priorities in all countries, regardless of level of economic development (UNESCO, 2014). In view of the expression of the National Policy on Education (NPE) (FRN, 2013), tertiary institutions shall contribute to national development through high level relevant human power training, it is therefore, mandatory that tertiary institutions lecturers must be active participants in this modern Information and Communication Technology (ICT) society (Olafare, 2014). The Federal Government recognized ICT as a strategic imperative for national development. Consequently, various government agencies such as National Commission for Colleges of Education, National University Commission and Teachers Registration Council of Nigeria have made the

acquisition of basic ICT skills part of the National Minimum Standards for Teacher Education at the NCE and First Degree levels of Education in Nigeria (Njoku, 2006). However, the National Commission for Colleges of Education recognizes lecturers in the colleges of education as key players in developing ICT skills in pre-service teachers. Hence, literacy and proficiency along with high level of usage of ICT have been made compulsory for all lecturers in Nigerian Colleges of Education since 2004/2005 academic session. Based on the above this study examines the lecturers' proficiency in the use of ICT in Colleges of Education in Lagos State using the identified competency framework for teachers by UNESCO in 2011 as Technology Literacy, Knowledge Deepening, and Knowledge Creation.

Research Questions

1. What is the level of proficiency (technology literacy) of lecturers in Colleges of Education in Lagos State in the use of ICT?
2. What is the level of proficiency (knowledge deepening) of lecturers in Colleges of Education in Lagos State in the use of ICT?
3. What is the level of proficiency (knowledge creation) of lecturers in Colleges of Education in Lagos State in the use of ICT?

Research Methods

The study was a descriptive research using the cross sectional survey type. The population for the study was lecturers in Colleges of Education in Lagos State, Nigeria.

The study covered ten Federal, State and private Colleges of Education in Lagos State, Nigeria. The Colleges of Education purposively selected include Federal College of Education, Akoka, Adeniran Ogunsanya College of Education and Saint Augustine College of Education. In all, a total of 112 lecturers were randomly selected for the study. The research instrument was adapted from Adeyanju (2015) for the purpose of this study. Data collected were analysed using SPSS™ 20 for windows. The dependent variable of interest was the Colleges of Education lecturers' proficiency in the use of

ICT for instruction. Questionnaire was used to collect data. Research questions were answered using mean. A benchmark of 2.50 was used since the instrument was rated highly proficient (4), proficient (3), moderately proficient (2) and not proficient (1).

Results

Table 1
COE Lecturers' Proficiency in ICT (Technology Literacy)

S/N	Proficiency in ICT(Technology Literacy)	$\bar{x}$
1.	Create documents of various types and save in desired location	3.10
2.	Retrieve an existing document from saved location	3.21
3.	Select, copy and paste text in a document or desired location	3.22
4.	Print a document	2.71
5.	Name, rename, copy and delete files	2.92
6.	Use word processing like MS word	3.13
7	Use presentations like power point	2.71
8	Use spread sheet like Excel	2.73
9	Use PDF reader like Acrobat Reader	2.64
10	Use compression software (Winzip)	3.10
Average Mean		2.95

The result in Table 1 reveals that the items on the instrument had mean scores of 3.10, 3.21, 3.22, 2.71, 2.92, 3.13, 2.71, 2.73, 2.64 and 3.10 respectively. However, the grand mean score for COE lecturers' proficiency (technology

literacy) in the use of ICT was found to be 2.95. This implies that COE lecturers' proficiency (technology literacy) in the use of ICT is moderate using a benchmark of 2.50

Table 2

COE Lecturers' Proficiency in ICT (Knowledge Deepening)

Proficiency in ICT (Knowledge Deepening)	$\bar{x}$
I can use ICT to teach students in the classroom.	2.74
I can use ICT to help students find appropriate instructional path.	2.35
I can use ICT to help students to evaluate their own progress.	2.64
I can use ICT to students' abilities to undertake independent learning.	3.31
I can use ICT to care for individual differences of the students.	2.51
I can use ICT to keep track of all students' activities and progress.	2.62
I can use ICT to help students learn to search for information, process data, and present information.	2.11
I can use ICT to ensure that students learn at their own pace.	3.13
I can use ICT to develop professionally by searching for necessary information related to my subject.	3.12
I can use ICT to create excited and conducive learning environment.	2.89
Average Mean	2.74

The result in Table 2 reveals that the items on the instrument had mean scores of 2.74, 2.35, 2.64, 3.31, 2.51, 2.62, 2.11, 3.13, 3.12 and 2.89 respectively. However, the grand mean score for COE lecturers' proficiency (Knowledge

Deepening) in the use of ICT was found to be 2.95. This implies that COE lecturers' proficiency (Knowledge Deepening) in the use of ICT is moderate using a benchmark of 2.50

Table 3

COE Lecturers' Proficiency in the Use of ICT (Knowledge Creation)

S/N	Proficiency in ICT(Knowledge Creation): I use ICT to:	$\bar{x}$
1.	Teaching Students how to use and reason for using the technology	2.55
2.	Develop students' abilities to undertake independent learning	3.12
3.	Help students learn to search for information, process data, and present information.	2.14
4.	Ensure students use the web safely.	3.21
5.	Develop certain skills in students	2.56
6.	Expose students to diverse learning style	2.52
7.	Help students with special needs to learn	2.74
8.	Support students' in cooperation and teamwork.	2.51
9.	Blend learning and instruction	2.44
10.	Support problem based or case-based learning	2.51
Grand mean ($\bar{x}$)		2.70

The grand mean score for COE lecturers' proficiency (Knowledge Creation) in the use of ICT was found to be 2.70. This implies that COE lecturers

proficiency (Knowledge Creation) in the use of ICT is moderate using a bench mark of 2.50

Discussion of Findings

The result of the study revealed that COE lecturers' are moderately proficient in the use of ICT for instruction with respect to technology literacy, knowledge deepening and knowledge creation. This finding is not in agreement with Adeyanju (2015) who reported that there was a low level of skilfulness in the use of ICT among lecturers. The results of the findings also agree with Beggs (2000) who reported that teachers should develop certain basic skills, such that will help them maximize the use of ICT effectively as teaching resources. The findings of Chukwu, Ajere and Afolabi (2003) who reported that teachers that made use of ICT facilities were computer literates also agreed with the findings of this study. However, ICT uses by lecturers depend greatly on their proficiency. In a bid to achieve high level of proficiency in ICT, training is inevitable.

Conclusion

From the findings, it can be deduced that, lecturers in colleges of education are developing in their proficiency in the use of ICT for instruction. This showed that there is a need to facilitate the use of ICT in teaching and learning and the need for teachers to develop in their students a high level of proficiency to achieve the desired goals and for the sustainable development goals.

Recommendations

Based on the findings and conclusions drawn in this study, 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.

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