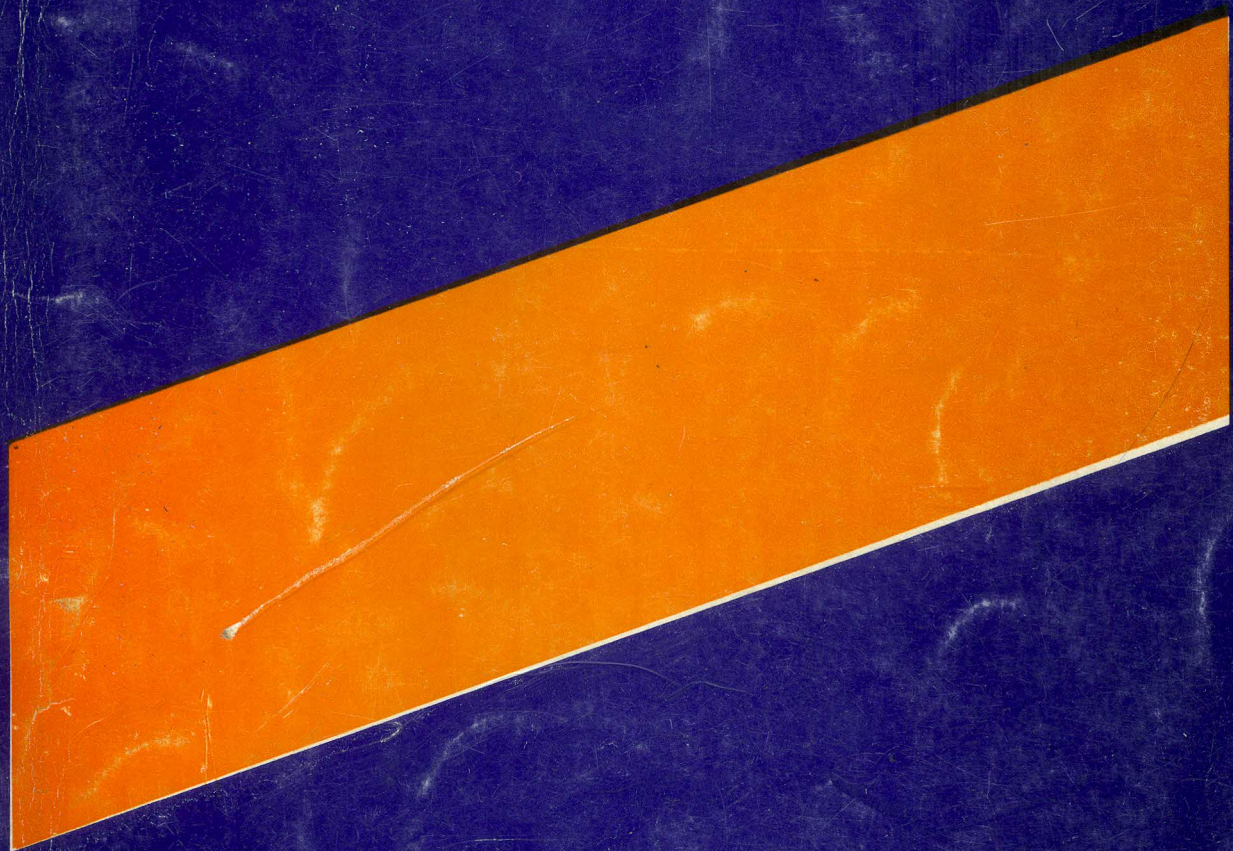


# **JOURNAL OF EDUCATIONAL RESEARCH AND POLICIES**

**VOL. 4, NO. 1, 2009**



**DUNCAN SCIENCE**

# JOURNAL OF EDUCATIONAL RESEARCH AND POLICIES

Volume 4, Number 1, 2009

## EDITORIAL BOARD

### Editor

**Dr. Koko Ekpo**

Faculty of Education

Cross River University of Technology, Calabar, Nigeria

### Associate Editors

Dr. E. B. Kolawole	Dr. Hubert O. Quist
Dr. S. J. A. Mgbekem	Dr. J. A. Ukonze
Dr. Timothy Talot Mac Ojong	Dr. J. A. Oluwatayo
Dr. Sulaiman O. Equare	Dr. Sam, K. Tswana
Dr. Elizabeth B. Gbodi	Dr. E. C. Osinem
Dr. Ben Ejide	Dr. B. C. Okeke
Dr. Tenibiaje D. J.	Dr. Akinyele O. Ariyo
Dr. Evarest C. Madu	Dr. Eno U. Etudor-Eyo
Dr. N. S. Okorma	Dr. V. E. Okereke
Dr. D. O. Fakeye	Dr. B. N. Atsumbe

### Editorial Assistant

Unwana Edet

Nkoyo Hanson

### Copyright© Duncan Science Company

*Printed and Board in Nigeria by Duncan Science Publication*

173 Goldie Street, P.O. Box 727 G. P. O., Calabar, Cross River State, Nigeria

ISSN: 2006 - 1137

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the proprietor of the copyright. Also, where part of this journal is adapted credit must be given to the author(s) and original source and the sense of the original source must not be distorted.

This Journal is an academic Journal published quarterly. Subscription rate for individuals is US\$25 per issue (Foreign Price) and N1, 500 (Domestic). Per annum cost is US\$100 (Foreign) and N6,000.00 (Domestic)

**Duncan Science Publication**

# JOURNAL OF EDUCATIONAL RESEARCH AND POLICIES

Volume 4, Number 1, 2009

## EDITORIAL BOARD

### Editor

**Dr. Koko Ekpo**

Faculty of Education

Cross River University of Technology, Calabar, Nigeria

### Associate Editors

**Dr. E. B. Kolawole**

Institute of Education

University of Ado-Ekiti, Ekiti State, Nigeria

**Dr. Hubert O. Quist**

Dept. of Vocational & Technical Education

University of Cape Coast, Cape Coast, Ghana

**Dr. S. J. A. Mgbekem**

Dept. of Educational Administration Planning

University of Nigeria, Nsukka, Nigeria

**Dr. J. A. Ukonze**

Dept. of Vocational Teacher Education

University of Calabar, Cross River State, Nigeria

**Dr. Timothy Talot Mac Ojong**

Dept. of Curriculum Studies and Educational

University of Beau, Beau, Cameroon

**Dr. J. A. Oluwatayo**

Institute of Education

University of Ado-Ekiti, Ekiti State, Nigeria

**Dr. Sulaiman O. Equare**

Dept. of Curriculum Studies & Educational Tech.

Usmanu Danfodio University, Sokoto, Nigeria

**Dr. Sam K. Tswana**

Department of General Studies

Federal University of Technology, Minna, Nigeria

**Dr. Elizabeth B. Gbodi**

Department of Science Education

Federal University of Technology, Minna, Nigeria

**Dr. E. C. Osinem**

Department of Vocational Teacher Education,

University of Nigeria, Nsukka, Nigeria

**Dr. Ben Ejide**

Department of Educational Foundation,

Nnamdi Azikiwe University, Awka, Nigeria

**Dr. B. C. Okeke**

Dept. of Vocational & Adult Education

Ebonyi State University, Abakaliki, Nigeria

**Dr. Tenibiaje D. J.**

Dept. of Guidance and Counselling

University Ado-Ekiti, Ekiti State, Nigeria

**Dr. Akinyele O. Ariyo**

Institute of Education

University of Ibadan, Ibadan, Nigeria

**Dr. Evarest C. Madu**

Dept. of Library & Information Technology

Federal University of Tech., Minna, Nigeria

**Dr. Eno U. Etudor-Eyo**

Dept. of Curriculum Studies, Educational

Management and Planning

University of Uyo, Uyo, Nigeria

**Dr. N. S. Okorma**

Institute of Educationa

River State University of Science and Tech.,

Port Harcourt, Nigeria

**Dr. V. E. Okereke**

Educational Foundation Programme

Abubaka Tafawa Belawa University,

Bauchi, Nigeria

**Dr. D. O. Fakeye**

Department of Teacher Educaiton

University of Ibadan, Ibadan, Nigeria

**Dr. B. N. Atsumbe**

Department of Industrial & Technology

Federal University of Tech., Minna, Nigeria

All submission of manuscripts should be made to our **E-mail:duncanjournal@yahoo.com**. For more details contact Editorial Office. *Duncan Science Journals*. 173 Goldie Street, P.O. Box 727, G.P.O. Calabar, Cross River State, Nigeria. **Tel.: 08028416110**

# JOURNAL OF EDUCATIONAL RESEARCH AND POLICIES

ISSN: 2006 – 1137

Volume 4, Number 1, 2009

S/No.	Contents	Author(s)	Pages
1.	An Evaluation of Junior Secondary School Students Interest in Teaching as a Vocation, in Ovia North-East Local Government Area of Edo State, Nigeria	E. T. Aisien and Uyigwe Osagie	1-4
2.	Perspective on Introductory Technology in Secondary Education in Nigeria	M. O. Odukuye	5-8
3.	Alternative Model of Funding for Academic Research in Nigerian Universities	Shina Olayiwola	9-14
4.	Combating Fundamental Problems Confronting Technical Education Research for Sustainable National Development	Adekola Yinusa Adekunle and G. O. Iloh	15-18
5.	A Proposed Model for Web-Based Services Oriented Flexible Learning System for Delivering Course Contents in Open and Distance Learning Centre in Nigeria	Ayoade, Olusola Bamidele and Raji, Mumini Oyetunji	19-23
6.	M-Learning Technology in Tertiary Educational System	Ayangbekun O. J. and Ajibola S. A.	24-27
7.	<i>Polytechnic Libraries: A Marathon Race Towards Information and Communication Technology</i>	Tony, I. Obaseki	28-31
8.	The National Open University of Nigeria (NOUN) and the Role of Libraries in its Distance Learning Education Programmes: Problems and Prospects	Sani, Augustine U. and Obaje, A. M.	32-36
9.	Research Development and Production in Bio-Energy using Agricultural Resources: Its Implications on Agriculture and the Economy	Ojelade, A. Y. P.	37-41
10.	The Role of Medical Libraries in the Provision of E-Resources in Developing Countries	Abdul Rahman Garuba and Samuel Adewale Ogunrombi	42-50
11.	Pathophysiological Literacy as a Curriculum Inout Towards a Functional Health Education Programme in Nigeria	Okueso, S. A.	51-55
12.	Assessment and Design of Cognitive Styles for use in Open and Distance Learning (ODL)	Osuji, U. S. A.	56-65
13.	Globalization and African Culture on the Teaching and Learning French as a Second Language in Nigeria	Adefarasin, Victoria Adeola	66-74
14.	The Role of Teacher Education in the Sustenance of Democracy	Nwankwo O. Charles	75-80
15.	The Family and Students' Delinquent Behaviours in Schools in Akwa Ibom State	Nsima B. Akpan and Imoiboho Umoh	81-85
16.	Effect of School Location on Students Achievement in Stoichiometry	Omiko Akani	86-89
17.	Street Hawking Issues: Its Impact on Youths' Education in Nigeria (A Case Study of Ankpa, Kogi State)	Jibril, Abdulsalam and Grema M. Bukar	90-95
18.	Business Education in the Information Age: Incorporating ICT in Teaching Business Education	Uchenna Solomon Agbo	96-99
19.	A Comparative Performance on Male and Female Students in Mathematical Methods for Physics: A Case Study of Year one Students of the Department of Physics, Akwa Ibom State college of Education Afaha Nsit	Harry, J. A.	100-102
20.	The Efficiency of Discussion Method in Teaching and Learning Computer Science: A Case Study of some Selected Secondary Schools of Adamawa State	Laminu Aminu Song, Mandara M. Binta and Ibrahim Yusuf Shelleng	103-110

## THE NATIONAL OPEN UNIVERSITY OF NIGERIA (NOUN) AND THE ROLE OF LIBRARIES IN ITS DISTANCE LEARNING EDUCATION PROGRAMMES: PROBLEMS AND PROSPECTS

<sup>1</sup>Sani, Augustine U. and <sup>2</sup>Obaje, A. M.

<sup>1</sup>University of Jos Library and <sup>2</sup>Natural/Pharmaceutical Sciences Librarian  
<sup>1</sup>P.M.B. 2084, Jos, Plateau State and <sup>2</sup>University of Jos Library, Plateau State, Nigeria

### ABSTRACT

*In 2001, the National Open University of Nigeria (NOUN) act of 1983 and suspended in 1984, was reactivated. This paved the way for the resuscitation of the institution as we have it today by the former President, Chief Olusegun Obasanjo. The paper examines the anticipated role of the Libraries in view of the problems that could be encountered by both the Libraries and students of the University. The envisaged problems in terms of services, Library materials and physical space were discussed and suggestions proffered.*

### DEFINATION

Distance education implies that, the majority of educational communication between (among) teacher and students occurs non-contiguously. It must involve two-way communication between (among) teacher and students for the purpose of facilitating and supporting the educational process. It uses technology to mediate the necessary two-way communication. (Garrison and Shale, 1987:11). Distance education is all arrangements for providing instruction through print or electronic communications media to persons engaged in planned learning in place or time different from that of the instructor or instructors. (Moor, 1990:xv). The term 'distance education' refers to teaching and learning situations in which the instructor and the learner or learners are geographically separated and therefore, rely on electronic devices and print materials for instructional delivery. Distance education includes distance teaching – the instructor's role in the process-and distance learning – the student's role in the process. (Lane 1994:195).Telecommunications-based distance education approaches are an extension beyond the limits of correspondence study. The teaching-learning experience for both instructor and students occurs simultaneously. It is contiguous in time. When an audio and or/video communication link is employed, the opportunity for live teacher-student changes in real time is possible, thereby permitting immediate response to student inquiries and comments. Much like a traditional classroom setting, students can seek on the spot clarification from the speaker. (Barker, et al 1989:23).

### KEY CONCEPTS

**Noun:** National Open University of Nigeria. It is a system of education in which students take academic courses by accessing information and communicating with the instructor asynchronously over a computer network.

**Library:** A library is a collection of information, sources, resources and services. It is organized for use by a public body, an institution, or a private individual. In the more traditional sense, a library is collection of books. However, with the collection of media other than books for storing information, many libraries are now repositories and access points for maps, prints, or other documents and art works on various storage media such as microform(microfilm/microfiche), audio tapes, CDs, cassettes, Video tapes and DVD.

**Distance Learning:** A field of education that focuses on the pedagogy and andragogy, technology and instructional systems design that aims to deliver education to students who are not physically on site. Rather than attending courses in persons, teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other chatting ways.

### INTRODUCTION

Open and Distance learning is not totally new in Nigeria. It began in the 1940s as correspondence studies. Many Nigerians got enrolled in the correspondence colleges in Great Britain and studied for various examination include the General Certificate Examinations, Ordinary and Advanced Levels, (GCE 'O' Level and GCE, "A' Level). In addition, there were those who studied for various technical, commercial and business examinations. Some of the correspondence colleges were Rapid Results College, Exam Success, and Woolsey Hall. The main mode of instructional delivery was the print. The successive study materials

## **The National Open University of Nigeria (Noun) and the Role of Libraries in Its Distance Learning Education Programmes: Problems and Prospects**

were seen by post and adequately planned to get to the students at a time the student was completing the volumes at hand. This continued for a long time until some Nigerian Universities, through their Institute of Education, stated distance learning programmes. The National Open University of Nigeria (NOUN) was first established in July 1983. It was closed a few months later in 1984 because of various defects and reasons, which the Federal Government felt, should be corrected. The Act of 1983, which established the Open University, was thus suspended and reactivated in 2001.

### **VISION STATEMENT**

The National Open University of Nigeria is to be regarded as the foremost University providing highly accessible and enhanced quality education anchored by social justice, equity, and national cohesion through a comprehensive reach that transcends all barriers.

### **MISSION STATEMENT**

To provide functional cost-effective, flexible learning, which adds life-long value to quality education for all who seek knowledge.

### **OBJECTIVES OF THE NATIONAL OPEN UNIVERSITY OF NIGERIA**

In addition to the broad vision and mission statements above, some of the major objectives of the University are:

1. To ensure equity and equality of opportunities in education generally but specially in University education;
2. To provide a wider access to education generally but specifically University education in Nigeria;
3. To enhance education for all and life long learning;
4. To provide the entrenchment of global culture;
5. To provide educational resources via an intensive use of information and communication technology;
6. To provide flexible but qualitative education; and
7. To reduce the cost, inconveniences and hassles of education delivery.

### **THE TEACHING SYSTEM**

There are basically seven major teaching channels in the Open University instructional system. Four of these are intended to give the students new information while the others are for feedback only. New information is impacted through written courses and supplementary materials, television and radio broadcasts, summer schools. Feedback is effected by computer-marked and tutor-marked assignments, face-to-face tuition. Basically, there are two sides to the University. The A part would be concerned with the preparation and production of course materials in a format suitable for outright purchase and use elsewhere and the B part deals with its delivery system, which covers how a course should be conveyed to students and supplemented by other teaching methods.

### **THE PIONEER COURSES**

The University took off with the followings:

1. School of Arts and Social Sciences
2. School of Business and Human Resources Management
3. School of Education
4. School of Science and Technology
5. The Centre for Continuing Education and Workplace Training.

The National Open University of Nigeria (NOUN) has been planned as an independent University. Its principal aim is to offer additional opportunities for higher education to Nigerians who can benefit from it, especially those who were not able to take advantage of existing opportunities to enter University immediately or shortly after finishing secondary schools or similar institutions. It also aims at advancing learning throughout the country by means of carefully programmed tuition carried out mainly by correspondence which would be closely supplemented with lectures, radio and television broadcasts. It will organize seminars, tutorials and counseling services through a network of study centers. It is a convenient method of study. Nigeria is one of the developing nations of the world, and with its per capita income for a larger proportion of its population, most students pursue higher education with tears. Even those who could be privileged to enjoy government bursary awards find it difficult to cope. Most workers offered provisional admission into higher institutions in most cases, are granted study leave without pay and therefore, suffer

from one inform of financial difficulty or the other. There are others who taste for University education but cannot go on full time because of money. Financial and economic setbacks have affected people's desire for higher education in Nigeria (and perhaps, elsewhere). With the introduction of the National Open University, thousands of Nigerians especially the poor students can now read and obtain degrees while working.

### **LIBRARIES IN NIGERIA**

At present, no one can tell for sure the actual number of Libraries in Nigeria. Not even the National Library of Nigeria (NLN), which ordinarily should. The country is blessed with a number of libraries: Academic, Public, Special, Research and School. However there Special, Research and School libraries may not serve the students of the Open University students. The responsibility to provide library services to this group of users would rest mainly on the academic and public libraries. The public library is proliferated throughout the states of the Federation. In Nigeria, both the National and State libraries constitute the public library. Each of the thirty-six states of the Federation and Abuja, the Federal Capital Territory, has a state Library and each state Library Board has branches within the state capital. The National Library of Nigeria has its Administrative Headquarters in Abuja with branches in the states of the Federation. Private libraries are also abound in the country. In Nigeria as at present, there are seventy-two (72) Universities – Federal, State and Private and Inter-University Centers. Other institutions of higher learning such as the Polytechnics, Colleges of Education and others are numerous and scattered all over the country. All these institutions have libraries, which provide for academic interest. The National Open University of Nigeria (NOUN) has a library complex of its own in Lagos. This library though centrally placed, may not serve a good number of its proposed users since its students are scattered all over the country. However, it will no doubt make tremendous impact particularly to those who are geographically located in the area. The provision of extension services for this library for distance users is yet to be adequately planned and implemented.

### **NON-MEMBERS-USE OF THE UNIVERSITY LIBRARY**

Academic library services to external students in Britain and United States of America, consist largely of courtesy use of the libraries of institutions other than the teaching institution, as many of these have no libraries of their own. Also noted are the problems of not being permitted to borrow from the libraries of academic institutions where the users are not registered members. Here in Nigeria, the provision of library services to the Open University students has been largely suggested to be the responsibility of both the public and the academic libraries and perhaps, other existing libraries that may be equal to the task. In Nigeria, as in most other countries, practices differ from one University to another with respect to the granting of privileges to non-members of the University. In some cases, external users are permitted to use the library for reference purposes only. In others, a selected few are granted borrowing privileges, while in others, neither reference nor borrowing privileges are granted.

### **PROBLEMS FOR THE OPEN UNIVERSITY STUDENTS**

The library becomes very helpful to the student since he has to work hard to achieve academic success and particularly when he/she misses a lecture from a broadcast or when he/she wishes to make up for lectures that he/she may miss on the TV or radio, or when there is a delay in postal system as will often be the case. The external student could often miss his/her lectures because of power outages, poor postal systems and a general low communication system, which characterizes a developing nation. In his study, D. Elaine Haworth noted that off-campus study is a convenient method for many students, but the inherent problems include scheduling lecture time into an already overcrowded day and finding resources to fulfill information needs.<sup>1</sup> A student may live in a remote part of a city and may have to look after his family and those of his/her extended family members. Likewise, he/her may be involved in some community projects. Since some external students are disadvantaged as library users, it may have an adverse effect on their academic performances. As a good number of correspondence students are full-time workers, it means that, they may need the library for much longer hours in the evenings and also at weekends. The means longer opening hours to assist users.

### **PROBLEMS FOR THE LIBRARY**

With the additional burden of serving the Open University Students, the participating libraries are bound to experience some problems. The existing libraries are not yet staffed with adequate number of qualified librarians in most cases either for financial problems or difficulties in getting such staff. There is the need for professional librarians with specific responsibility for handling library materials and services for external

## The National Open University of Nigeria (Noun) and the Role of Libraries in Its Distance Learning Education Programmes: Problems and Prospects

students. As regards the public library, Ashby noted that the influx of new students could affect the opening hours.<sup>2</sup> Staffing public libraries has always been a problem, and the irregular hours of duty worked by public library staff has always been a deterrent to recruitment. Arkieson noted that for a large number of students, distance from a participating library may not be much of a problem, but as a high proportion of external students are part-time, library opening hours may not be convenient.<sup>3</sup> To accommodate part-time students properly, the idea of closing the library at 600pm or 700pm may have to be abandoned and shifted to 10.00pm or even 11.00pm and possibly, re-introduction of Sunday opening hours already abandoned in some University libraries. Marsterson and Wilson in their study noted that, most of the Open University students seemed to be located in the large urban areas which give them access to library facilities. Moreover, in spite of the fact that much of the reading materials were provided to be students or expected to be purchased by them, it was nevertheless shown that, they still found it necessary to make extensive use of library services. Both the academic and public libraries in Nigeria may experience space problems that could be created by students of the Open University.<sup>4</sup> This is for the fact that adequate facilities for study at home are often lacking. Ashby pointed out that experience of the students of the more traditional Universities shows that often, they prefer to work in "bookish" surroundings, not only to have a wide range of reference and lending materials close at hand but also because many reference libraries are much more conducive to study than home.<sup>5</sup> Academic libraries such as those of the Universities would experience more of the problems of overcrowding. This is because, the students of the Open University would prefer using a University library rather than a public one, when they are allowed freely. Most of the Nigerian Universities are situated at urban areas where the prospective external students are likely to be of greater concentration. It has been observed that most of the libraries are already having problems in accommodating cost of their users at the moment. This is as a result of overwhelming increase in the population of library users in recent times. In some libraries at the moment, two readers may be seen sharing a seat while others may be seen roaming about in the search of a place. This often become more serious when students are studying for examinations. Most libraries are yet to have rooms for tutorials, lectures and seminars. Books tacks are not yet adequate in some libraries for the purpose of the problem.

### PROSPECTS

**User Education:** The Open University may admit students who may have been out of the educational system for quite sometime and are now re-entering the system. This group of students will need more help in locating and using materials. The Open University materials in the library will be more varied than at the moment regarding the media of recorded information – videotapes, cassettes, audiotapes, etc. These different formats would put pressures on the library system to establish vertical files and other types of storage system. In order that the external students make the best use of library resources and services adequately, it is desirable that, proper and timely user education orientation is given to them. It should provide some instruction on the use of the library at summer schools. Television, film shows should be made by the Open University on the use of public and academic libraries. The Open University should establish a system of library service of its own instead of relying solely on the existing library services. The existing libraries could cooperate and assist in meeting the library needs of the new institutions. Areas of cooperation and assistance should be discussed with various library committees and the committee of the University Librarian (CULNU). A library planning committee should be set up to advise the planners on the details of establishing the new library service, and Government – Federal, State and Local should take urgent steps to expand and strengthen existing library services and books throughout the country, in order to meet the anticipated needs of the students.

### CONCLUSION

The advent of the Nation Open University of Nigeria (NOUN) will no doubt affect the provision of library series. Both students of the conventional and Open Universities will experience some inconveniences arising from heavy demands on library stock and physical space. This may be more serious with the academic libraries particularly when their own clients are demanding the same materials at the same time with those of the Open University. However, with the full cooperation of the existing libraries in the country towards the new programme, and the up-liftment of the public ones, the success of the new institution could be assured. It is hoped that, the new institution will no doubt offer the best opportunity to thousands of Nigerians who for one reason or the other cannot go on full time studies. There is no doubt however, that, in such a gigantic venture as this, problems are bound to exist. The existence of the problems cannot be an obstacle to the programme. Without difficulties, success is never achieved.



REFERENCES

- Arkieson, G. "The Open University – Ten Years On" in Scottish Library Association, Proceedings of the 65th Annual Conference, Peebles, May 7-10, 1979.
- Ashby, Robert F. The Open University – A Librarian's view. Library Association Record 71(1). November, 1969, p. 326-327.
- Barker, B., Frisbe, A. and Patrick, K. "Broadening the definition of distance education in the light of new telecommunications technologies. The American Journal of Distance Education. 3(1), 1989, pp. 20 – 29.
- Clarke, R. "Re-considering research on learning from media. Review of Educational Research, 53(4), 1983, pp. 445-59.
- Dubin, R. and Tareggia, T. The teaching – learning paradox: A comparative analysis of College Teaching methods. Eugene: University of Oregon, 1968.
- Fadiram, D. Public libraries and Adult Education with particular reference to Nigeria. A paper delivered at the Annual Conference of the Nigerian Library Association held in Jos, November 30 – December 2, 1981.
- Garrison, D. and Shale, D. "Mapping the boundaries of distance education: Problems in defining the field". The American Journal of Distance Education 1(1), 1987, pp. 4-13.
- Harworth, D.E. "Library services to the off-campus and independent learner: a review of the literature" Journal of Librarianship, 14(3), July 1982, pp. 157-175.
- Ifidon, Sam E. Formulating policies to meet the needs of External Users. A lead paper for discussion group at the Annual Conference of the Nigerian Library Association, Jos, February 23, 1982.
- Marterson, W.A.J. and Wilson, T.D. Home based students and libraries. Libri, 25(3), 1975, pp. 213-226.
- Moore, M.C. "Toward a theory of independent learning and teaching, Journal of Higher Education, 44, 1973, pp. 661-79.
- Omoniwa, M.A. Open Varsity: Library should have been given priority. New Nigerian, Sept. 17, 1983, p. 4.
- Peters, O.C. Distance Education in a form of teaching and learning. Suigeneris: Opening learning, pp. 10-15.
- Portway, P. and Lane, C. (eds.) Guide to Teleconferencing and distance learning. San Ranon Calif: Applied Business Communications, 1994.
- Smith, P. Distance education and educational change in P. Smith and M. Kelly (eds.). Distance Education and the Mainstream. London: Crown Helm, 1987.