

Leading and Managing Open and Distance e-Learning (ODeL) Institutions in Africa

Edited by

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Series in Education



VERNON PRESS

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www.vernonpress.com

In the Americas:
Vernon Press
1000 N West Street, Suite 1200,
Wilmington, Delaware 19801
United States

In the rest of the world:
Vernon Press
C/Sancti Espiritu 17,
Malaga, 29006
Spain

Series in Education

Library of Congress Control Number: 2022939784

ISBN: 978-1-64889-352-0

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Acronyms

ACRL	Association of College and Research Libraries
AIDS	Acquired Immune Deficiency Syndrome
AVU	African Virtual University
BEAM	Basic Education Assistance Module
CCRTVU	China Central Radio and Television University
CLT	Complexity Leadership Theory
COVID19	Corona Virus Disease
CTVTC	China Television Teachers College
DE	Distance Education
DEATA	Distance Education Association of Tanzania
DL	Distance Learning
DLTF	Distance Learning Task Force
EDA	Exploratory Data Analysis
HEIs	Higher Education Institutions
HIV	Human Immunodeficiency Virus
ICDE	International Council for Open Distance Learning
ICT	Information Communication Technology
IP	Intellectual Property
IPR	Intellectual Property Rights
IT	Information Technology
MBKs	Massive Open Online Courses
MOOCs	Massive Open Online Courses
My VISTA	Zimbabwe Open University Electronic Learning Systems
NACADA	National Academic Advisory Association Technology in Advisory Commission
NGO	Non-Governmental Organisation
NOUN	National Open University of Nigeria
NYU	New York University
ODeL	Open and Distance e-learning
ODL	Open Distance Learning
OECD	Organisation for Economic Cooperation and Development
OPAC	Online Public Access Catalogue
PM	Performance Management
PMS	Performance Management System
PR	Public Relations
PVC	Pro Vice-Chancellor
PWD	Persons with Disabilities

QA	Quality Assurance
R&D	Research and Development
ROI	Return for Investment
SDGs	Sustainable Development Goals
SMART	Specific, Measurable, Achievable, Relevant, Timebound
SMEs	Small Scale Enterprises
STEM	Science Technology Engineering and Mathematics
STP	Segmentation Targeting and Positioning
UCDE	University College of Distance Education
UFE	Utilisation Focused Evaluation
UNESCO	United Nations Economic and Scientific Organisation
UNICEF	United Nations International Children's Emergency Fund
UNISA	University of South Africa
UZ	University of Zimbabwe
VC	Vice Chancellor
VEE	Values Engaged Evaluation
WIFI	Wireless Technology
ZIMSTAT	Zimbabwe Statistics
ZOU	Zimbabwe Open University

Editor

Cuthbert Majoni is an Associate Professor of Educational Management at the Zimbabwe Open University. He holds a Ph.D. in Educational Management. He is the Regional Director of Mashonaland Central Regional Campus of the Zimbabwe Open University. He has experience in teaching at tertiary and university level as a lecturer. He has published in multiple refereed journals and has presented papers at international conferences. He is an external examiner for PhD theses engaged by several universities in South Africa. He is also a content reviewer, an external assessor, and an academic module writer. His research interest is in the areas of Leadership and Management in Higher Education, Teacher Development, and Open and Distance Learning.

Acknowledgments

Acknowledgements go to Professor Mapolisa, who suggested the idea of coming up with a book focusing on e-learning. He wrote the initial chapter outlines and suggested that we flight a call for writers for those who might be interested to contribute chapters for the book. I want to thank academic colleagues who assisted in cleaning up the manuscript: Dr Felix Chikosha, Zimbabwe Open University, and Mr Tarwirei, Zimbabwe Open University, who volunteered to work on the technical elements of the manuscript as well as editorial aspects; thank you for taking time to ensure this book is published. I want to thank Prof Dambudzo for the foreword of this book.

Dedication

This book is dedicated to all the academic colleagues in Zimbabwe and Africa who are making e-learning a reality in the absence of common continental and national approaches to e-learning, absence of financial and technical support in terms of data bundles, and teaching/learning platforms and other related ICT support; but they are soldiering on. The advent of COVID-19 forced all institutions in Africa to embrace e-learning without the dedicated e-platforms to ensure effective teaching and learning. This book is dedicated to rural students who must travel long distances to access e-learning resources and upload assignments. Yet some drop out of programmes because they cannot cope with the demands of e-learning. I also dedicate this book to my Regional Mashonaland Central staff for their encouragement and support. And most of all, to my family, for creating a conducive environment to work at home.

Preamble

This book focuses on e-learning, especially in developing countries in Africa. The outbreak of COVID-19 forced most educational institutions, including conventional institutions in higher education, to embrace e-learning as a tool to not only ensure education is not paralysed but continues to thrive. However, the major challenge has been the need to shift focus from the conventional face-to-face mode to the e-learning mode. This calls for a change of mindset and a review of practices to ensure success in the implementation of e-learning. This book has 12 chapters that explore the leadership theories and approaches that influence administrative practices in Open and Distance e-Learning (ODeL) institutions. It also presents the types of leadership required for organisational effectiveness. The training approaches and needs of staff as they apply to ODeL institutions are outlined. Student support in Open and Distance e-Learning (ODeL) is discussed in chapters focusing on library and information services, student affairs, and inclusion of students with special needs to ensure successful completion of studies under challenging environments. The contemporary issues of innovation and industrialisation are also dealt with, as is effective marketing in ODeL institutions, which is critical for the survival and growth of tertiary institutions. This book will be useful to senior and middle managers in both conventional and ODeL institutions. It is hoped that the recipients of this book can acquire the theoretical and practical knowledge relevant to the successful implementation and management of e-learning. Moreover, students studying for post-graduate studies will benefit from the well-researched literature that contributes to the body of knowledge in e-learning. The book will add value to the already-existing literature on e-learning, which is a new development in education.

Foreword

Ignatius Isaac Dambudzo

Zimbabwe Open University

The book covers a wide range of topics relevant to any Higher Education Institution wherever it may be located. They include Leadership in Decentralised ODeL Institutions, Managing staff, Leading in a Virtual Environment, Effective Marketing, Managing Students, Library Services, Performance Management, Inclusion of Vulnerable students, Innovation and Industrialisation, Organisational Climate and Development, Programme Management, Implementation and Evaluation Practices, and Quality Assurance Practices. All the chapters are topical and of interest to any Higher Education leader and manager. From the book title, one gets the impression of a handbook for leaders and managers in ODeL Higher Education Institutions. The content and presentation provide guidance to existing and future leaders of ODeL institutions to help them lead and manage their organisations more effectively.

The presentation of different chapters is quite detailed and informative. Chapter One presents the concept of leadership and leadership styles. It creates an awareness in the reader about the different leadership styles displayed in the workplace. It enables one to reflect on one's leadership style. Chapter Two presents the management of staff and training in an ODeL institution using a case study approach. Chapter Three examines leadership in a virtual environment. The discussion is quite detailed. Chapter Four presents marketing. Every organisation needs to market itself for survival. Different methods and strategies for marketing their benefits and effectiveness are presented. This is an informative chapter on the marketing of an educational institution. Chapter Five examines the management of student affairs in ODeL institutions. This is another detailed chapter that informs the readers of students' needs. Chapter Six presents effective management of the Library Services in an ODeL institution. Performance management is presented in Chapter Seven. The role of leadership and management need to be brought out clearly to sharpen the focus of the book title. Chapter Eight deals with inclusive education in an ODeL institution. Some relevant illustrations have been presented to support the text and how leaders should deal with an inclusive teaching and learning environment. Innovation and industrialisation are presented in Chapter Nine, showing recent additions to Education 3.0 to make Education 5.0. Every leader and manager in Higher Education should be aware of the concept and philosophy of Education 5.0. This chapter articulates the role of universities in innovation

and industrialisation. Organisational Climate and Development is presented in Chapter Ten. This chapter reflects leadership and management influence organisational climate and its development. Chapter Eleven focuses on Programme Management, Implementation, and Evaluation Practices. The chapter contextualises leadership and management roles in an ODeL institution. The book concludes with Chapter Twelve on Quality Assurance Practices in ODeL institutions. The content is pertinent and is contextualised to leadership and management in ODeL institutions. Individual chapters are informative on the relevant topics, giving informative and detailed content. For information that links leadership and management in ODeL institutions, Chapter Eleven is the bus stop.

Prof. Ignatius Isaac Dambudzo

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Preface

The development in information and communication technology has revolutionised higher education in general and has also impacted on distance education delivery. This book was motivated by this development; on the other hand, the outbreak of COVID-19 has heavily impacted the education sector for distance education institutions and conventional institutions. Social distancing resulted in limited face-to-face teaching and learning; hence, most staff and students now rely on e-teaching and e-learning. This book is all about e-learning, especially in developing countries where institutions are embracing it. The book will contribute to effective implementation of e-learning and focuses on various critical success factors such as leadership management, quality assurance, staff training, student affairs and students with special needs among other factors. This book will assist senior management, administrators, and academics in the implementation of e-learning in their respective institutions. We wrote to write this book because there is currently scanty literature written on e-learning, especially in the context of developing countries in Africa.

Chapter 1

Leadership in a Decentralised ODeL Institution

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Abstract

This chapter presents the concept of leadership in higher education and the related theoretical perspectives. The focus is on theories, namely the systems, situational, complexity, and transformational leadership theories and how they can be applied in ODeL institutions. The virtual environment and how virtual methods can promote effective administration of ODeL institutions are also discussed.

Keywords: Leadership, Open and Distance e-learning, virtual

1.0 Introduction

Technological advancement has contributed immensely to the development of Distance Education (DE) (Cornford & Pollock, 2003; Portugal, 2006). The transformation of distance education has created new challenges, such as a diverse student body and increased competition. Students have new demands, such as the need for high-quality education and individualised instruction (Milligan & Buckenmeyer, 2008; Folkers, 2005). The new shift from campus-based to a virtual education model of delivery has called for new leadership for the success of virtual or distributed administration of distance education institutions. This chapter discusses the concept of leadership in the context of open and distance e-learning (ODeL) and institutional positions of responsibility considered to have leadership functions in academic institutions. This chapter also presents leadership theories and practices deemed relevant to the effective delivery of distance e-learning, drawing examples from institutions in Southern Africa. Application of the leadership theories and the virtual approaches to leadership administration are discussed as to how they can be applied to distance e-learning.

1.1 Concept of Leadership

A distance education leader is a person in higher education administration who oversees distance education programmes and activities. These include Vice-Chancellors, Pro-Vice Chancellors, Deans and Directors of Distance Education units and departments. Leadership has been defined as a set of attitudes and behaviours that create conditions for innovative changes that enable individuals and organisations to share a vision, move in the same direction, and contribute to the management and operationalisation of ideas (Beaudion, 2003). A leader creates things, innovates ways to accomplish goals, mobilises resources as well as sets direction. The leader bears all responsibility for the overall outputs and outcomes and ensures subordinates achieve set goals (Halder, 2010).

In DE institutions, leaders are expected to direct and coordinate employees' work and contribute to individual and organisational growth and renewal. Distance education has entered the digitalised phase, resulting in changes in structures and systems, and as a result, there is need for new leadership approaches, styles, and practices (Bryman, 2007; Halder, 2010). There has been a paradigm shift towards e-learning, and the leadership styles and practices should promote effective virtual learning and administration. How institutions lead and manage distributed campuses requires what Kuscü and Arslan (2016) refer to as virtual leadership. The virtual environment has staff in different environments, times, and spaces. Academics can work from home attending to students who are at home and managers can manage at staff who are at home (Naktiyok, 2006; Kuscü & Arslan, 2016).

1.2 The Theoretical Perspective

1.2.1 Transformational Leadership Theory

The transformational leadership theory is premised on the assumption that leadership is based on moral ethics and equitable consideration (Northouse, 2007). Transformational leadership defines and articulates the organisational vision, as well as how to motivate subordinates. The main characteristics of transformational leaders are self-confidence, honesty, and integrity. Other qualities include being charismatic, motivational, and intellectual (Bass & Steidelmeier, 1998). Transformational leaders can analyse the current situation in an organisation and introduce a new approach to problem-solving and decision making. They do not necessarily follow the old tradition but encourage the advancement of new ideas.

Transformational leaders inspire subordinates to achieve personal and organisational goals. They review the organisational structure to meet the current demands of the environment. Transformational leaders evaluate current

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