

MALAYSIAN JOURNAL OF DISTANCE EDUCATION

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Editorial

Welcome to the Vol. 9, No. 1 issue of the Malaysian Journal of Distance Education. In this issue we are privileged to publish eight refereed articles contributed by authors from across the globe, namely from India, Nigeria, China, Hong Kong and Swaziland. It is the intention of this journal to publish articles for the sharing of research findings and new conceptual approaches in the area of open and distance learning in the diverse contexts experienced by various researchers in the countries across the world.

The first article is contributed by Saxena et al. of the Indra Ghandi Open University, India and they discuss the issue of dropouts. They suggest the use of the cognitive dissonance theory to build a model that integrates ICT in the distance education system to reduce the dropout rate. The second article examines the concept of adult and non-formal education by Ayeni of the University of Ado-Ekiti, Nigeria and discusses the relationship between adult education within the Nigerian society and development as a whole. The third article is by Akomolafe, also from University of Ado-Ekiti, Nigeria and reports on the investigation of the roles of the government in managing e-learning and in building its own educational network.

The fourth article is by Wei & Keqian of the Jiangsu Radio and TV University. They report and analyse the effort by the university to upgrade its distance education delivery mode based on the newly developed information technology network. This article is followed by an article by Fan & Lee of the Open University of Hong Kong. They present research findings on a comparative study between two courses, one with a high completion rate and another with a low completion rate. Some recommendations are also made to enhance students' persistence and quality as well as to remove hurdles that lead to student attrition.

The next article in this issue is by Nayantara of the Indra Ghandi Open University who presents the impact of globalisation on accreditation and quality management of the open and distance learning institutions and

proposes ways for the institutions to adopt the new forms of delivery to keep up with changing paces and demands, especially in the aspects of accreditation and quality. The article is followed by an article by Fan reporting on the research assessing students who are at risk of non-completion in ODL courses; he utilises the logistic regression model. He finds that such a model could classify the risks students experience at the early stage of studies. The last paper in this issue is by Shokahle, reporting on the use of distance education as one of the collaborative measures against the spread of HIV and AIDS in Swaziland by creating appropriate awareness through the use of ODL.

It is our hope the MJDE would continue to receive contributions from countries around the world and in this way, achieve its role in disseminating information on research in, and practice of, distance education in diverse contexts.

Hanafi Atan
Chief Editor