

QUALITY CONTROL MECHANISMS AND INTERNAL EFFICIENCY OF NIGERIAN DISTANCE EDUCATION

OGUNDELE, MICHAEL OLAREWAJU (Ph.D)

&

OPARINDE, FOLASADE ODUNOLA (MRS.)

ABSTRACT

This study investigated the relationship between Quality Control Mechanisms and internal efficiency of Nigerian Distance Education. The study adopted descriptive survey of a correlation type. Stratified random Sampling Technique was used to select 900 respondents comprising the Centre Managers Course Facilitators and Students Representatives selected from 10 study centres in each of the six geo-political region. Five research hypotheses were generated for the study. Quality Control Mechanism Questionnaire (QCMQ) and Internal Efficiency Checklist were used to collect relevant data. The reliability index of .63 was obtained using split half reliability method for (QCMQ). The data collected were analysed using Pearson Moment Correlation Statistics and tested at .05 significance level. The findings revealed that Quality Control Mechanisms such as supervisory strategies, curriculum delivery resource availability and examination ethics adopted in Nigerian distance education have high significant impacts on the level of internal efficiency. It was however recommended that adequate supervisory strategies such as clinical supervision, micro-teaching, intra and inter centre supervision should be adopted in each of the study centres in a bid to enhance effective quality control mechanisms for positive internal efficiency of Nigerian distance education.

Introduction

Education is a social responsibility and birth right which every citizen should enjoy as a member of the country. Education is therefore regarded as an investment in human capital and a prerequisite for socio-economic development of individuals. Ogundele (2008) described education as the basic necessity for both individual and national development. Ogundele however noted that mass illiteracy in any country is the bane of national development. It is important to note that any country that failed to educate her citizens, such country may not be ranked high among the developed nations of the world. The admission policy to higher institutions had become a problematic issue in Nigeria. There are many qualified candidates that were not give admission, those that were admitted into higher institutions have parental status incapability to bear the cost. There are some citizens that could not leave their home or place of work for the pursuit of educational careers. Also many could not leave their children at home and go for conventional schools. Many citizens that are still interested in educational pursuit yet they are debarred by the various problems.

In order to assist citizens of various problems to pursuit education in the interest equal educational opportunities in Nigeria: Federal Republic of Nigeria (2004) recognized the system of education called distance education. Distance education is a generic term which inside or called correspondence education, independent study, external study, open university, Distance learning system,

e-learning, e-library, e-examination. Sandwich, part-time. Many authors however defined distance education in many ways. Etejere and Ogundele (2008) defined distance education the type of education that are supplied for the citizens, which separate the teachers from the students in term of time, space, physical facilities and other resources in the processes of curriculum delivery.

Creed (2009) defined distance education as the process by which significant proportion of the teaching-learning process is being consulted by learners that are removed in term of space physical facilities and time making use of technological components, such as internets, video, CCYV, CDS tapes and other forms of technology so as to accomplish effective teaching-learning process. Jegede (2011) observed that Distance education programme are specially designed for the citizens that are generally disadvantaged in term of accessibility to education, due to socio-cultural background, religion, economic, full time working conditions, full housewife, those that find it difficult to gain admission to conventional schools and those that could not secure government scholarship for full time studies.

Distance education therefore, is the type of education through which a teaching or teaching-learning institution is provided in a environment where the learners are separated in space, time, teachers and institutions for most of the time.

Distance education had become part of Nigerian Conventional educational programmes. For instance, University of Ibadan, University of Maiduguri, Obafemi Awolowo University, Ile-Ife, University of Nsukka, University of Yola, had embarked on distance education as part of their university programmes. For effective accommodation of Nigerian citizens in their educational pursuits. The Federal Republic of Nigeria established pure distance educational institutions like National Teachers' Institute in 1978 at Kaduna and National Open-University at Lagos in 1992 to provide educational opportunities through distance learning education for the diverse set of people in the country based on the gender differences, affluence disparity, socio-economic differences and religious concepts. The aim is to eliminate mass illiteracy among the citizens. Federal Republic of Nigeria (2004) advocated for quality assurance in Nigerian educational system. Dare (2010) observed that when the quality assurance is provided in Nigerian educational system, there will be quality delivery and control in the socio-economic status and Nigerian educational certificates will be accorded high respects among international communities in the world.

Jegede (2011) defined quality control as the process of identifying and discarding any defective or sub standard aspect of the distance education programme that are likely to undermine its quality and acceptability. Quality control mechanisms are the measures that are put in place towards removing faults and replacing those that will embrace quality assurance in the programmes.

Modibbo (2005) identified the quality control mechanisms for the effectiveness of Nigerian distance education such as Monitoring and supervision, review of the instructional materials, accreditation of the programs,

consultation with the stakeholders. This study therefore focuses on the following quality control mechanisms for encouraging positive internal efficiency in the Nigerian distance education. Such quality control mechanisms are supervisory strategies, curriculum delivery, examination ethics, review of the course materials, resources availability. The basis for this study is that when effective quality control mechanisms are adopted in the distance educational programmes, what influence would they have on the indication of internal efficiency such as wastage rate, drop out, progression, attrition, retention and admission rate.

Longe and Durosaro (1988) saw internal efficiency as the extent of the educational system ability to minimize cost and wastages that result from repletion, drop-out, teachers attrition in the system.

The study therefore examined the extent to which the quality control mechanisms influence the indicators of internal efficiency in Nigerian distance educational system.

Statement of Problem:

This study is on the quality control mechanisms and internal efficiency of Nigerian distance education. Since distance educational programmes had become a globally acceptable education programme in Nigeria, the need to develop a distance education that will meet up with the world standard called for this study. The researchers therefore investigated the relationship between the available quality control mechanism and the internal efficiency of Nigerian distance programme.

Purpose of Study

The aims of the study are to:

- Examine the relationship between quality control mechanisms and internal efficiency of Nigerian distance education;
- Investigate the types of quality control mechanisms in Nigerian distance education.
- Examine extent to which such mechanism influence the rate of internal efficiency of Nigerian distance education
- Proffer realistic recommendations on the strategies for improving quality control mechanism towards improving rates of internal efficiency in Nigerian distance education.

Research Hypotheses

The following null hypotheses were generated to guide the study.

- Ho1 There is no significant relationship between quality control mechanisms and internal efficiency of Nigerian distance education.
- HO2: There is no significant relationship between supervisory strategies and internal efficiency of Nigerian Distance Education.
- HO 3: There is no significant relationship between curriculum delivery and internal efficiency of Nigerian distance education.
- HO4: There is no significant relationship between the examination ethics and internal efficiency of Nigerian distance education.

HO5: There is no significant relationship between resources availability and internal efficiency of Nigerian distance education.

Research Methodology.

This study was designed to investigate the relationship between Quality Control Mechanisms and internal efficiency of Nigerian distance education.

The study is a descriptive survey of a correlation type. The independent variable is the Quality Control mechanisms while dependent variable is internal efficiency indicators of Nigerian distance education. The survey method is appropriate for this study because the study examines the effectiveness of the available quality control mechanism on the rate of the internal efficiency of Nigerian distance education.

Sample and Sampling Technique:

Quality Control Mechanisms Questionnaire (QCMQ) and internal efficiency checklist (IEC) were designed and administered to the centre coordinators, course facilitators and students representatives in 10 centres from each of the National Teachers' Institutes and Open University centres sampled from each of the six- geo political zone totaled 900 respondents. The respondents were selected using stratified random sampling technique.

Research Instrument

Quality Control Mechanisms Questionnaire (QCMQ) and Internal efficiency checklist were used to collect relevant information on the type of quality control mechanisms adopted and the available indicators of the internal efficiency among the course facilitators and students of distance learning programmes in Nigeria. The Internal efficiency indicators are wastage rate, promotion rate and how the adopted quality control mechanisms had aided the indicators.

Validity and Reliability of the Instrument content validity of the Instruments were assured through comment and constructive educational planning and those in the measurement and evaluation. Test-retest reliability method was also used to examine the reliability coefficient of the instrument. The scores of the test-retest method was correlated using Spearman Ranking Brown Prophecy Statistics. The reliability index of .63 for QCMQ shows that the instrument was reliable.

Data Analysis and Results

The statistical tool adopted for the analysis of the collected data was correlation statistics.

All the five formulated hypotheses were tested using Pearson Product Moment Correlation statistics at 0.05 significance level. The extent is to determine if there is any significant relationship between the quality control mechanisms and the internal efficiency of Nigerian distance education programmes. The results of the study are presented below.

Ho; 'There is no significant relationship between quality control mechanisms and internal efficiency of Nigerian distance education.

Table 1

Quality control mechanisms and internal efficiency of Nigeria distance education

Variables	No	\bar{x}	Sd	df	Calculated r – Value	Critical r-value	Decision
Ocm	900	63.72	9.93	8.99	.62	.196	Ho Rejected
Internal Efficiency	900	73.64	19.33				

Table1 shows that the calculated r-value of 0.62 is greater than the critical r-value of 0.196 at 0.05 significance level and the degree of freedom of 899. Hence the null hypotheses which stated that there is no significant relationship between quality control mechanisms and internal efficiency is however rejected. The result however indicated that positive significant relationship exists between quality control mechanisms and internal efficiency of Nigerian distance education. The result is therefore in line with Agboola (1997) who observed that supervision examination ethics, resources availability curriculum delivery adopted as quality control mechanisms encourage those people who do not have opportunities of schooling to have the taste of education to go to school and have enough certificate through HO₂: Nigerian Distance education. Dare (2011) also noted that the consultation with the stakeholders enhance the popularity of the Nigerian distance education. There is no significant relationship between supervision strategies and internal efficiency of Nigeria distance education.

Table 2. Supervisory strategies adopted education. It thereby encourages high and internal efficiency of Nigeria patronage rate among Nigerian distance education citizens.

Variables	No	\bar{x}	Sd	df	Calculated r – Value	Critical r – Value	Decision
Supervisory Strategies	900	63.72	72.11	8.99	.67	.196	Ho ₂ Rejected
Internal Efficiency	900	73.64	19.33				

Table 2 indicates that the calculated r-value of 0.67 is greater than the critical r-value of 0.196 at the significance level of 0.05 tested at 8.99 degree of freedom. The Null hypothesis which stated that there is no significant relationship between supervisory strategies and level of internal efficiency is rejected.

HO₃: There is no significant relationship between curriculum delivery and internal efficiency of Nigerian distance education.

Table 3: Curriculum delivery and internal efficiency of Nigerian distance education.

Variables	No	\bar{x}	Sd	df	Calculated	Critical r – Value	Decision r-value
Supervisory Strategies	900	59.46	33.55	899	0.65	0.195	HO ₃
Internal Efficiency	900	73.64	19.33				Rejected

Table 3 shows that the calculated r-value of 0.65 is greater than the critical r-value of 0.195 at the degree of freedom of 899 and tested at 0.05 significance level. Hence the Null hypothesis which stated that there is no significant relationship between curriculum delivery and internal efficiency of Nigerian distance education is rejected. It however indicates that high positive significant relationship exist between curriculum delivery and internal efficiency. This means that the distance educational curriculum delivery method enhances high entry rates and progression rate among the students that are separated in time, space, teachers and physical facilities.

The result is in line with the opinion of Etejere and Ogundele (2008) which shows that the modular methods of Curriculum delivery couples with the effective monitoring enables individual distance education students to work at their own pace and graduate easily. The curriculum delivery method enhances high entry rate, progression rate and graduation rates among the distance education students.

HO₄: There is no significant relationship between the examination ethics and internal efficiency of Nigerian distance education.

Table 4: Examination ethics and efficiency of Nigerian distance education.

Variables	No	\bar{x}	Sd	df	Calculated	Critical r – Value	Decision r-value
Examinations ethics	900	69.42	26.55	899	0.57	0.195	HO ₄
Internal Efficiency	900	73.64	19.33				Rejected

Table 4 above indicates that the calculated r/value 0.57 is greater than the critical r-value of 0.195 at the degree of freedom of 899 and tested at 0.05 significance level hence the null hypothesis which stated that there is no significant relationship between examination ethics and the distance education is however rejected. It showed that high significant relationship between examination ethics and the internal efficiency of the Nigerian distance education. It means that the introduced examination ethics such as thorough

examination conducts and external supervision, conference setting and marks of examination papers and all approaches that reduced examination malpractices

HO₅: There is no significant relationship between resource availability and internal efficiency of Nigerian distance education.

Table 5: Resources availability and internal efficiency of Nigerian distance education.

Variables	No	\bar{x}	Sd	df	Calculated	Critical
Decision					r – Value	r-value
Resources Availability	900	69.53	24.73	899	0.67	0.195
Internal Efficiency	900	73.64	19.33			HO ₅ Rejected

Table 5 above indicates that the calculated r-value of 0.67 is greater than the critical r-value of 0.195 at the degree of freedom of 899 and tested at 0.05 significance level hence the null hypothesis which stated that there is no significant relationship between resources availability and internal efficiency or Nigerian distance education is however rejected. It means that the resources availability such as internet facilities Distance education radio, C- examination, e-Library, human resources, high level of internal efficiency rate such as enrolment, progression, entry among the Youths that does not have opportunity for the conventional institutions encourages high level patronage of youths to enroll under distance education. The high respects accorded Nigerian distance education certificates lead to high enrolment and progression rates among the distance education students.

Conclusion.

The paper examines quality control mechanisms such as supervisory mechanisms, curriculum delivery, examination ethics, and resources availability as they are adopted for Nigerian distance education. The study however find out how the Quality Control Mechanisms really influence the internal efficiency indicators such as wastage rate, progression rate drop out and entry rates of Nigerian distance education.

Recommendations

In a bid to produce quality assurance in Nigerian distance education and to enhance effective quality control mechanisms and to reduce high drop out and wastage rate in the society that emanated from the operation of distance education in Nigeria, the following recommendations are made:
Curriculum to be delivered for Nigerian distance education should be adequately developed and implemented towards individual and the societal needs, for it will make it relevant to the societal needs and aspirations.

Also, Quality Control Mechanism should be adequately strengthened by the distance education stakeholders. Hence, Nigerian distance education requires adequate monitoring of the quality pedagogical methodologies, personnels and appropriate infrastructural facilities. For adequate monitoring will complement the fusion of the learners autonomy and transactional distance inherent in the mode of the programme delivery.

For effectiveness and efficiency of the internal programmes of Nigerian distance education there should be regular monitoring of the programmes, accreditation and regular review of the instructional materials.

Finally, Nigerian distance education should strictly adhere to the laid down admission requirements and follow the recommendation of the external moderators of the examination, for this will encourage positive examination and professional ethics and Nigerian distance educational certificates will be nationally acceptable and internationally respected.

Reference

- Agboola, B.A. (2004): Current issues in Educational Management in Nigeria: The Challenges of Open and Distance Education. *International Journal of Educational Management* 3 (3) 15-30.
- Creed, A.D. (2009). *Fundamental of Nigerian Distance Education*. London: Cambridge.
- Dare, N.O.(2012) *Organisational Structure, Quality assurance and administrative effectiveness of Distance Education Programme in South-Western Nigeria*. Unpublished Ph.D. thesis of University of Ilorin.
- Etejere, P.A.O. & Ogundele, M.O. (2008). Information and Communication Technology and administrative effectiveness of Nigerian Distance Education. *Nigerian Journal of Educational Administration and Planning*. 8 (2) 125-135.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Abuja: NERDC.
- Jegede, P.A. Towards improving standard of Nigerian Distance education. A lead paper presented at the National Conference of Nigeria Association of Educational Researchers and evaluators held at Obafemi Awolowo University, Ile-Ife on 10-14th July, 2011.
- Longe, O. & Durosaro, D.O. (1988). School Mapping and networking. *Ilorin Journal of Education*. 2 (3) 19-30).networking.
- Modibbo, M. (2005). *Developing Nigerian Distance Education for societal needs and aspiration*. Kaduna; NTI Press.
- Ogundele, M.O. (2008): *Funding Teachers' job satisfaction and students' Academic Performance of Private Second Schools in Kwara State*. Unpublished Ph.D. Thesis. University of Ilorin.
- Ogundele, M.O., Oluwalola, F.K. & Adegbemi, F.A. (2011). *Fundamental of Organizational Behaviour*. Ilorin. Ramfit Press.