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## Comparative Study of Distance Learning and Conventional System on the Teachers' Job Performance in Kwara State

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### Abstract

This research study investigated job performance among teachers in Offa metropolis based on the disparity between distance learning program and conventional learning method. It was designed to examine the level of job performance of teachers of distance learning system and those of conventional system. The study involved 300 selected teachers from secondary schools for both private and public schools in kwara state. Two research hypotheses were formulated to guide the study. The research instrument used was Annual Performance Evaluation Report to gather relevant data and the analyses conducted by correlation and t-test analysis at .05 significance level. The result of the data analyzed shows that the distance learning system is complementary institution to the conventional schools system, also that there is no significant different in job performance of teachers of distance learning system and the conventional school system. Following these conclusions, teachers of distance learning should be properly remunerated in line with teaching in conventional school system and increase their wages based on job performance which has to do with experiences.

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*Keywords:* Distance learning, conventional system

## Introduction

Education is an effective instrument for national transformation and development. Etejere and Ogundele (2008), noted that any country that toy with education of her citizens will never experience accelerated development and may not be ranked high among the developed nations of the world.

However, in the recent years high students' population that graduated from secondary schools in Nigeria could not be absorbed by the available conventional universities. The federal government admission policy of 60% science and 40% arts and social sciences reduce the total numbers of students that could be admitted into Nigerian universities. The remaining students were admitted into colleges of education and polytechnics. Yet there are still many students that could not gain admission.

Udokang (2008), also noted that the need for training retraining and upgrading of knowledge of individuals called for more educational institutions. The good intention however enables the federal republic of Nigeria to recognize distance education programme. In 1978, the Federal Republic of Nigeria established National Teachers' Institute to complement the efforts of federal government in the training of her citizens. Many universities therefore introduced different courses on part time, Sandwich and correspondence bases so as to increase the total number of intakes in to Nigerian Educational Institutions.

The rationale for this paper is to make a comparative study of the products of the distance learning system and those from conventional institutions in relation to the job performance of teachers especially on secondary schools in Kwara State, Nigeria.

## Statement of Problems

Since distance learning system is regarded as a teaching learning system whereby the teachers and learners are physically separated in term of time and physical facilities without necessary coming into contact. The problems of investigation are the assessment of job performance of the teachers from the conventional institutions and those from the distance learning system.

## Research Hypotheses:

The following research hypotheses were formulated to guide the study.

Ho<sub>1</sub>: There is no significant difference between conventional and distance learning system in relation to the teachers' job performance in secondary schools.

Ho<sub>2</sub>: There is no significant difference between distance learning system and conventional learning system in relation to curriculum delivery in the institutions.

## Research Method

The instrument used for the study was Annual Performance Evaluation Report form to determine the effectiveness of 300 teachers drawn from the product of distance system and conventional institutions. The data collected were analyzed with SPSS using t-test statistic at 0.5 significance level.

## Result

Ho<sub>1</sub>: There is no significant difference in the job performance of distance learning system and conventional system teachers in secondary schools in Kwara State.

Table 1: Distance Learning system and conventional system in relation to job performance.

Variable	No	df	Calculated t-value	p-value	Decision
Distance Learning System	150	298	-1.435	0.152	Ho <sub>1</sub> accepted
Conventional Learning System	150				

Table 1 above shows that the calculated p-value of 0.152 is greater than the level of significant 0.05. Hence the null hypothesis which stated that there is no significant difference between distance learning system and conventional learning system in relation to their job performance is accepted. It means that no significant difference exist among the product of distance and conventional learning system teachers in relation the study was therefore supported by a significant relationship between the job performance of the products of the two systems. Also, Ogundele and Oparinde (2012), Dare (2013) and Belgore (2004) noted that the teachers from conventional learning system and those counterparts trained from distance learning system are trained using the same policy, course materials curriculum and both do advocate for quality control and issuance in their product.

$H_{03}$ : There is no significant difference between distance learning system and conventional learning system in relation to the curriculum delivery of the institutions.

Table 2: Analysis of Distance learning and Conventional learning system in relation to curriculum delivery of the institutions.

Variable	No	df	Calculated t-value	p-value	Decision
Distance Learning System	150	298	-1.402	0.162	$H_{03}$ accepted
Conventional Learning System	150				

Table 2 above indicates that the p-value of 0.162 is greater than 0.05 significance level. Hence the null hypothesis is accepted. It means that there is no significance difference in the curriculum delivery of distance learning system and conventional system products. The result is supported by a significant relationship between curriculum deliveries of the products of the two systems. Also supported by Agboola (2007), Jegede (2011) Ogundele and Sofoluwe (2012) and Etejere and Ogundele (2008) which opined that the training of students make use of the same curriculum, syllabus, methods and instructions facilities. The result however means that the products are not trained in different ways. It means that the products of the institutions are trained equally for the benefit of the society.

#### Conclusion

Based on the analysis made, it could be concluded that the students in distance learning system are trained to complement conventional institution efforts in the man power development in Nigeria. There is no significant difference in the products.

#### Recommendations

The following recommendations are made teachers should be adequately motivated by ways of good salaries remunerations training and job prospects. The conducive condition of service will enhance effective teachers' job performance mindless whether the products are from distance or conventional institutions.

The certificate in the distance learning system should be accepted without discrimination in the labour force.

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