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. EFFECTIVE ADMINISTRATION OF NATIONAL TEACHER INSTITUTE DISTANCE LEARNING CENTRES: IMPLICATION FOR QUALITY ASSURANCE IN NIGERIA TEACHER EDUCATION

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ABSTRACT
The study is to investigate Effective Administration of NTI distance learning centre as implication for quality assurance in Nigeria teacher education. To facilitate the study, two hypotheses were formulated to guide the study. The study adopts research survey design. The population of this study comprised all the eight hundred and twenty-three (823) NTI lecturers in all the sixty-one (61) NTI centres in south-south Nigeria. A total sample of one hundred and twenty (120) lectures were randomly sampled from twelve (12) centres was used. The instrument used for data collection was Effective Administration of NTI for Quality Assurance (EAMQAQ). Pearson product moment correlation was used to analyse the data. Based on the analysis the findings revealed a significant relationship between administration of NTI distance learning in advancement of instructional supervision and quality assurance implement in teacher education in Nigeria also Administrators attitude toward academic staff professional advancement and quality assurance implementation in teacher education in Nigeria. It was recommended administrators should engage in regular organizing of training programme such as conferences, seminar and workshops to develop their staff for effective discharge of their responsibilities.

Keywords: Administration, Distance learning and quality assurance**.**

Introduction

A nation that choose to be great must be serious with their teacher education programme because no nation that can raise about their education system teachers has been recognise as a today of knowledge explorer that lead to societies development. That is why Nigeria's desire and quest for advancement of knowledge through excellence and quality in Higher education has dominated in the development of distance education programme. According to Ebuara (2015) distance learning education is one of the fast-growing fields of education and training in the country. The realisation of the relevance of this knowledge bank as an essential component of the economy, according UNESCO (2000) has influenced the increasing governing interest in ensuring quality delivery through containing education. Using this education institution as a pivot for its (quality assurance) will remand unrealisable as administrators of these institutions are not efficient and effective in the implementation of educational quality assurance policy.

Quality assurance (QA) refers to the planned and systematic activities implemented in a quality system so that quality requirement for a product or service will be fulfilled. It is their systematic measurement, comparison with a standard monitoring of process and on associated feedback that confers error prevention (Wikipedia Dictionary. com). This can be contrasted with quality control which is focused on process out puts whose principals include fit for purpose.

Harrey and Grean in Chukwuma (2013) defined quality in higher education and concluded that it means different thing to different people. Hogan (2010) outline quality as goods of the highest quality, a characteristic of somebody or something, and the highest or finest standard, excellence. Assurance as a concept means the act of assuring, a statement or indication that inspires confidence, freedom from doubt, uncertainty (Mifflin, 2012) Quality assurance according to Merriom (2012) means a programme for the systematic monitoring and evaluation of the various aspect of a project, service or facility to ensure that standards of quality are being met. Therefore, quality assurance Adepoju (2000) observed that no organisation, public or private formal or non-formal, can successful accomplish its goals without any consideration for efficient and effectiveness of its internal and external operations. School

administrators' quality assurance implementation effort should involve administration of the institutions in such a way as to obtain better results of the goals of the distance learning institution (ODL). This is why. Edem in Mbipom [2000] stated that administration concerns planning activities which aim at the fulfilment or the goals of a particular organization. This implies that it is the responsibility of the administration of the institution to plan the activities by which the staff and pupils will be able to achieve the goals for which the institution was established. According to Harvey (1999) the issue of quality assurance implementation cannot be discussed without consideration to human resource of any country as its greatest asset. He added the when the right quality of human resources in the right quality, is appropriate developed, would be able to convert the distance learning Education centres resources to useful products. Ramon-Yusuf (2002) supported the above observation by stating the quality of human resource in the university system can only be attainable and implemented through effective instructional supervision and working with people who are working with students of the institution. Lockwood and Gooley in Obuara (2015) opine that the resource available for development of knowledge are far from being evenly distributed. This has contributed immensely to reducing administrator's effort towards quality implementation in school. Inputs into the system are inadequate. The nature of infrastructure and in structural material are in the state of insufficiency. Good quality resources are positively related to quality assurance implementation process (Mkpa, 2008).

The best way t to change the Nigeria distance learning education, strengthen our democracy and meet the challenges of the millennium is to guarantee a universal qualitative and excellent implementation of the system (Ikenga-Metuh, Walson-Jack, Yusuf, Soyinka and Gana in Ebuara (2015). According to Uvah (1995) Administrators of the educational system have a foresight and dynamism which can be a relevant launching pad to our yarning for a successful quality assurance implementation of educational programmes in distance learning institutions, practically however, only a few aspects of the quality assurance implementation policy are being realized which some of them still remain a mirage. Unfortunately, this situation could be a blame on the part of

government's consistent poor attitude towards the education sub-sector manifested in dishonest financial allocations to the sector and administrator's ineffective financial management.

According to Danga (1998) for quality assurance implementation to be effectively implemented by educational administrators, a good quality management techniques or style must be build into any distance learning programme effectiveness and efficient service delivery for whereby teachers are adequately rewarded and recognized. Similarly government apathy towards teacher's welfare have been a re-cycled problem affecting quality assurance implementation in our distance learning education.

Statement of the problem

Recent development in National Teachers Institute (NTI) distance learning indicate that all is not well as with quality assurance implementation policy and the institution programmes. (Ebuara, 2015), the scenario appears worrisome when viewed against the background that Nigeria once served as the hub and most successful is the leadership of quality assurance implementation programme of tertiary educational institution. as a matter fact, today, things are no longer the same in distant learning institutions as quality assurance implementation of the education programme seems to be under serious threat due to ineffective leadership, poor financial management and infrastructural decay, lack of accommodation for students and unstable academic calendar among others. This situation brings to been on the extent to which quality implementation of programme is assured in these carters of learning. It is against this back ground that this study looked into the issues of quality assurance in National teachers institute distance learning centres.

Purpose of the study

The main purpose of the study was to determine the level to which effective administration of NTI distance learning enhanced quality assurance in Nigeria teacher education specifically the study seek to

1. To determine the extent to which NTI distance learning administration enhance effective instructional supervision relate to quality assurance implementation in Nigeria teacher education.

2. To determine the extent to which NTI Distance learning administrators' attitude toward academic staff professional advancement relates with quality assurance implementation in teacher education

Research questions

The flowing research questions guided the study

1. What is the extent of NTI distance learning administration in enhancement of instructional supervision and quality assurance implementation in teacher education in Nigeria?
2. What are the administrators attitude toward academic staff professional advancement and quality assurance implement in teacher education in Nigeria?

Statement of hypotheses

The following hypotheses wee formulated to guide the study;

1. There is no significant relationship between administration of NTI, distance learning in enhancement of instructional supervision and quality assurance implementation in teacher education Nigeria
2. There is no significant relationship between the administrators attitude toward academic staff professional advancement and quality assurance implementation in teacher education in Nigeria.

Method

The research design adopted for this study was descriptive survey. The population of the study comprise of all the eight hundred and twenty three (823) state of national teachers' institute (NTI) distance learning centres in Cross river and Akwa Ibom State. The study sample was made up of twelve (12) lecturers randomly selected from the one hundred and twenty (120) lecturers.

The instrument used for the study was NTI Administrator quality assurance implementation for teacher education questionnaire (NAQA) TEQ. A four-point likert scale was used to rats the respondents. Strongly agree (SA), Agree (A), Disagree (DA), strong, Disagree (SD).

The instrument was validated by experts in measurement and valuation while the reliability of the instrument was determined through the test retest method the reliability estimate range was 0.62 and 0.79. the data was analysed using Pearson product moment correlation Analysis (r).

Results

Hypothesis one stated that there is no significant relationship between Administrations of NTI distance learning in enhancement of instructional supervision and quality assurance implementation in teacher education in Nigeria.

Table 1: Pearson's correlation Analysis of the relationship between Administration of NTI distance learning in enhancement of instructional supervision and quality assurance implementation in teacher education in Nigeria (N=120).

Variables	**∑x ∑y**	**∑x ∑y²²**	**∑xy**	**r-Cal**	**r-crit**
Administrative of NTI 1	2065	37923	35455		
Instruction of supervision				0.77	.178
Quality assurance implementation	2186	36516			

Significant at 0.5 level df =118 critical – 178.

In table 1, the r-calculated value of 0.77 is greater than the r-critical value of .178 at .05 level with 118 degrees of freedom. This result indicated that there is a relationship. The null hypothesis of no significant relationship was rejected while the alterative hypothesis was accepted. There is a significant relationship between administration of NTI difference learning in enhancement of instruction supervision and quality assurance implementation of teacher education in Nigeria

Hypothesis two stated that there is no significant relationship between administration attitude toward academic staff professional advancement and quality assurance implementation in teacher education is Nigeria.

Table 2: Pearson's correlation Analysis of the relationship between administrators attitude toward academic staff professional advancement and quality assurance implementation in teacher education in Nigeria (N=120).

Variables	**∑x** **∑y**	**∑x** **∑y²²**	**∑xy**	**r-Cal**	**r-crit**
Administrators Attitude	2159	34500	38505		0.61
Quality assurance implementation	2186	36516			

Significant at 0.5 level df =118 critical – 178.

In table 2, the r-calculated value of 0.61 is greater than the r-critical value of .178 At .05 level of 118 degrees of freedom this result showed that there is a relationship. The null hypothesis of no significant relationship was rejected while the alternative hypothesis was upheld. There is a significant relationship between administrator's attitude toward academic staff professional advancement and quality assurance implementation in teacher education in Nigeria.

Discussion of findings

The result of hypothesis one showed that there is a significant relationship between administration of NTI distance learning in enhancement of instructional supervision and quality assurance implementation in teacher education in Nigeria. This implies that NTI distance learning perform better with effective administration Ogunsaju (1983) in his support to the findings of hypothesis one pointed out that instructional supervision by a efficient school manager improve effective performance of educational institution so that these institutions can contribute maximally to the attainment of educational goals furthermore the author submits that effective administrator forces on students' outcome though analysis of students data, evaluate the curriculum and instructional approaches. Ajayi (2005) opined that administrators of educational institutions should endeavour to regularly carryout instructional supervision of their institutions to ensure quality especially in the area of staff lesson delivery. Similarly Adiotomere and Ekwevugbe (2005) conducted a research and their findings showed that school administrator's instructional

supervision leads to effective monitoring of the learning environment and implementation of quality education programmes. In the view of Okon and Ayuk (2005) posit that poor supervision of instruction in education institution has been responsible for poor school performance in academic studies. Their findings also shows that inappropriate admission policy leads to high population of students in the distance learning of instructions and consequently poor performance of students and teacher confirming this assertion. The fallen standard of education in the state could be attributing to the lack of Job satisfaction among teachers (Ocho, 2005).

The result of hypothesis two revealed that there is a significant relationship between administrator's attitude toward academic staff professional advancement and quality assurance implementation in teacher education in Nigeria. This means that the more positive in attitude the school administrator is towards staff development, the better the performance of the school system. The findings of hypothesis two of this study is and agreement with Odigbo (2005) who conducted a study in an open distance learning and private education in Nigeria educational system with implication for quality assurance and system performance. Odigbo added that private schools have better qualified teachers than the traditional open dis-traning opportunity for their staff.

Adegun in Ebuara (2015) opined that stain development increase their productivity, enhance teachers morals and assist them in adapting to the ever changing technological world. Education institution managers whose attitude is to constantly provide for staff development, competence and good quality; often contributes to their job effectiveness towards quality assurance implementation of the school programme for improve performance.

Conclusion

Base on the findings of the study, the researchers concluded that there is effective administration of National Teachers Institute which ensure frequent supervision of staff and their regular instructional activities for better performance achievement of the syste. The administrators positive attitude towards staff development enhance effective system performance. The need for any educational administrator to encourage the staff in terms of their welfare for active productivity. Also to ensure implementation of quality in the

education system there is a great desire for regular/adequate financing of education to boost academic achievement.

Recommendation

It was recommended that National Teachers institute administrators should engage in regular training programmes the staff (teaching) instructional supervision towards enhancement of the system achievement.

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