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A Comparative Assessment of the Traditional and Distance Models of Teaching Delivery at the Eastern Polytechnic, Sierra Leone

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Abstract: The title of the study is: 'A Comparative Assessment of the Traditional and Distance Model of Teaching Delivery in the Eastern Polytechnic now Technical University of Sierra Leone.' The objectives of the Study were to: examine the demographic characteristic of respondents; to compare the attitude of respondents towards teaching in their schools; to assess the perception of respondents to their training. A survey design with a cross sectional approach was employed and it entailed the collection of qualitative and quantitative data from various respondents. A total of 367 teachers responded to the questionnaires and Focus Group Discussion Guides (FGD). Interviews were held with Sierra Leone Teachers Union members (SLTU), Community Teachers Association (CTA) representatives, and the two Ministries of Education officials: the Ministry of Basic and Senior Secondary Education (MBSSE) and the Ministry of Technical and Higher Education (MTHE). The findings of the study indicated that the distance education trained teachers have improved the growth and development of teaching in the schools better than the other teaching model. The traditional teachers are less committed because more of them are permanently employed and have pin coded status. In conclusion, it is recommended that the distance model of teaching at the TC level must be maintained and that more support be provided by the Government and other agencies for this method of teaching delivery.

Keywords: Comparative, Assessment, Traditional and Distance Models, Teaching Delivery, Sierra Leone

1. Introduction

Distance education is used by individuals from a wide range of backgrounds, in terms of different ages, cultures, educational histories, and social status. Different online courses employed in diverse situations offer the individuals that use them greatly divergent experiences. Furthermore, similar terms, such as virtual learning, e-learning, web-based learning, and online learning, are often used interchangeably without explicit definitions. This casual use of terminology makes it difficult for researchers to conduct cross-studies and build on the research of previous studies [10]. The definition of distance education as described by Garrison and Anderson's refers to electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge", and "the technological foundation of e-learning use the Internet and associated communication technologies [5].

In Sierra Leone, there has been an expansive growth in distance education programmes as it covers almost all the major administrative divisions of the country. It is also economically advantageous and preferable by working students. There continues to be debates about the relevance of both teaching models. The traditional classroom environment continues to play an important role in learning [1]. According to Bergmann Overmyer & Wilie [2], the traditional classroom is replacing direct instruction with videos and encouraging students to focus on important learning activities with their teachers inside the classroom. It is argued that there is misinformation about the traditional classroom and this misinformation can be clarified by

defining the traditional classroom as personalized education where students take responsibility of their own learning. In addition, the traditional classroom allows the teacher to be a facilitator and also increase interaction and personalized contact time between teachers and students. The traditional classroom is also explained as creating problem-based learning inside the class and replacing direct instruction with videos in order to provide instructional content to be accessed whenever and wherever it is required by students [6]. stated that instruction can be delivered by recording and narrating screencasts of work on computers, creating videos of teachers while teaching or gathering video lessons from trusted internet sites.

It is pertinent to note that since 1972, UNESCO has been making efforts to draw the attention of the international community to ventures that were included in the United Kingdom's Open University System. This university has today helped in redeeming the African and other third-world nationals on their various borders as they get into in-campus learning. The use of distance-learning methods at university-level calculation is a practice that goes back over one hundred years ago. Some institutions in Britain offered Correspondence courses that prepared certain Sierra Leonean for the GCE and other public exams. The included rapid results college and wolsley trace. The University of South Africa was thereby born as the first autonomous university in the world, in 1946, to offer Distance Education courses only. In Britain, its origins can partly be traced to the historical distortion, between learning and accreditation, which was one of the key features of the Oxford and the Cambridge University systems. In this system, the colleges do the teaching of various students while the universities examine and provide accreditation. This can be asserted because, when the University of London was established in 1836, it had no teaching functions, but merely registered and examined students in the UK, as well as in overseas for external degrees.

It is important that an analysis of the two models of teaching be done to find out their relevance in teacher training institutions and the teaching profession in Sierra Leone. The tables below bring out the rapid growth of distance education in teacher training in another higher education institution that has just started using both models. The first table shows the growth of the distance education centres both in the Southern Province and the Eastern Province since 2018 at Njala University.

2. Methodology

The study adopted descriptive research design and survey design with cross–sectional approach. Cross sectional approach entailed the collection of qualitative and quantitative data from the various respondents at the same time. Descriptive research design is a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to research objectives; it is the heart of any study [9]. Descriptive design was used because it looks at the phenomena, events and issues the way they are [11]. I also examine the problem at hand thoroughly to define it, clarify

it and obtain pertinent information that can be of use to people in the education sector. Furthermore, the design is good in generalization of the results and it is easy to administer and record answers. The population for this study consists of male and female Traditional and Distance Education Students in Teachers Certificate Programme at the Eastern Polytechnic which according to the data from the Eastern Polytechnic institutions comprised a population of 1,428 and 2,250 Distance Education Students.

The population for this study consists of male and female Traditional and Distance Education Students in Teachers Certificate Programme at the Eastern Polytechnic which according to the data from the Eastern Polytechnic institutions comprised a population of 1,428 and 2,250 Distance Education Students. The sample size for this study was selected based on recommendation of [11]. According to Mugenda & Mugenda, sample size for descriptive studies should be between 10 percent – 20 percent of the population. Based on this recommendation therefore, 10% of the population of 3,678 was selected giving 367 Students as sample for the study. This was considered sufficient for this study.

3. Results

3.1. Demographic Characteristics of Respondents

The study sought out demography data of the respondents including, gender, age, household size, number of children, marital status, length of service, salary grade, job status, type of school and teaching subjects. The participants responded to most of these items appropriately. The following are demography data obtained. Figure 1 illustrated data on the age of respondents targeted in this study. The majority of the respondents (51%) were teachers between the ages of 31-40 years; 35.2% of the respondents was made up of teachers 30 years and below; 20.4% of the respondents were between the ages of 41-50 years of age; and the last category 16.1% was made up of teachers between 51-60 years of age 28.1% of respondents. The figure revealed that most teachers in the traditional and distance education are young and within their youthful age.

Table 1 shows the ranks of the respondents in their various schools. The data revealed that 35.2% of the Traditional Education respondents were Assistant teachers. About 15.4% of the respondents were teachers, and 16.9% were senior teachers respectively. Also 13.3% were Deputy Head teachers and 16.9% were Head Teachers; whilst 2.1% had other status. The Table further shows that 26.7% of the Distance Education respondents were Assistant teacher; 40% were teachers; 25.3% were senior teacher; 3.6% were Deputy Head Teacher; 4.4% were Head Teacher whilst 0.0% had other status. The information depicted here was not surprising as large numbers of respondents are of teacher rank as they were degree holders.

3.2. Attitude of Teachers Towards Teaching in Their Schools

The first statement in Table 2 requested the respondents to

react to the statement that teachers must have a teaching syllabus in class. 37.1% of Traditional Education respondents strongly agreed to the statement being made; 31.5% agreed, 2.4% were not sure, 19.4% of the respondents disagreed and 9.7% strongly disagreed to the statement. Majority of the respondents 37.1% strongly agree that teachers must have a teaching syllabus in class. In addition, 47.8% of Distance Education respondents strongly agreed to the statement being made; 44% agreed, 2.7% were not sure, 4.9% of the respondents disagreed and 0.9% strongly disagreed to the statement. Majority of the respondents 47.8% strongly agree that teachers must have a teaching syllabus in class.

In addition, respondents were asked to react to the statement that teachers should not prepare a lesson plan before teaching. It revealed that 7.3% of Traditional Education respondents strongly agreed to the statement being made; 38.7% agreed, 2.4% were not sure, 16.9% of the respondents disagreed and 34.7% strongly disagreed to the statement. Majority of the respondents 38.7% agreed that teachers should prepare a lesson plan before teaching. In addition, 13.8% of Distance Education respondents strongly agreed to the statement being made; 15.1% agreed, 5.3% were not sure, 16.9% of the respondents disagreed and 48.9% strongly disagreed to the statement. Majority of the respondents 48.9% strongly agree that teachers should prepare a lesson plan before teaching.

Also, Table 2 requested the respondents to react to the statement that teachers should prepare a scheme of work before teaching. About 37.1% of Traditional Education respondents strongly agreed to the statement being made; 28.2% agreed, 25% of the respondents disagreed and 9.7% strongly disagreed to the statement. Large number of the respondents; 37.1% strongly agree that teachers should prepare a scheme of work before teaching. Furthermore, 62.7% of Distance Education respondents strongly agreed to the statement being made; 29.8% agreed, 3.6% were not sure, 1.3% of the respondents disagreed and 2.7% strongly disagreed to the statement. Majority of the respondents 62.7% strongly agreed that teachers should prepare a scheme of work.

The responses as summarized in the next item continued to elicit information on record of work. About 28.2% of Traditional Education respondents strongly agreed that teachers must not prepare a record of work; 2.4% were not sure, and 56.5% disagreed to the statement and 12.9% strongly disagreed. Majority of the respondents about 68% disagreed and strongly disagreed that teachers must not prepared a record of work. Additionally, 14.7% of Distance Education respondents strongly agreed to the statement being made; Also 13.3% agreed, 2.7% were not sure, 40.4% of the respondents disagreed and 28% strongly disagreed to the statement. Majority of the respondents, about 68% disagreed and strongly disagreed that teachers must not prepare a record of work.

From the analysis of the fifth item, 2.4% of Traditional Education respondents strongly agreed that teachers should sign attendance register; 50.8% agreed, 37.1% disagreed to the statement and 9.7% strongly disagree. Majority of the respondents 50.8% agree that teachers should sometimes sign attendance register, in addition. Also 22.2% of Distance Education respondents strongly agreed to the statement being made; 25.8% agreed, 2.7% were not sure, 24.4% of the respondents disagreed and 24.9% strongly disagreed to the statement. Majority of the respondents, 25.8% agreed that teachers should sometimes sign attendance register.

The aim of item six was to find out the respondent's reaction to the statement whether teachers should not make a roll call twice a day. About 2.4%, of Traditional Education respondents strongly agreed on the statement, being made, 23.4% agree, 41.9% disagreed to the statement and 32.3% strongly disagree. Majority of the respondents 41.9% disagree that teachers should not make a roll call twice a day. in addition. 17.3% of Distance Education respondents strongly agreed to the statement being made; 8% agreed, 9.3% were not sure, 26.7% of the respondents disagreed and 38.7% strongly disagreed to the statement. Majority of the respondents 38.7% strongly disagreed that teachers should not make a roll call twice a day.

Furthermore, statement for responses on whether teachers must attend to all class and teach was presented. It revealed that 7.3% of Traditional Education respondents strongly agreed on the statement being made, 22.6% agreed, 4.8 were not sure, 58.1% disagreed to the statement and 7.3% strongly disagreed. Majority of the respondents, 58.1% strongly disagreed that teachers must attend to all classes and teach. In addition, 48.4% of Distance Education respondents strongly agreed to the statement being made; 23.6% agreed, 6.7% were not sure, 13.3% of the respondents disagreed and 8% strongly disagreed to the statement. Large number of the respondents 48.4% strongly agrees that teachers must attend to all classes and teach.

Analysis of the respondents reaction to the statement; Teachers should mark test and assignment promptly. About 32.3% of Traditional Education respondents strongly agreed on the statement being made, 29.8% agreed, 25.8% disagreed to the statement and 12.1% strongly disagreed. Large number of the respondents, 32.3% strongly agreed that teachers should mark test and assignment promptly. In addition, 39.1% of Distance Education respondents strongly agreed to the statement being made; Also 46.2% agreed, 6.7% were not sure, 4% of the respondents disagreed, and another 4% strongly disagreed to the statement. Majority of the respondents, 46.2% agreed that teachers should mark test and assignment promptly.

Analysis of the reaction to the statement; teachers should attend all staff meetings. About 20.2% of Traditional Education respondents strongly agreed on the statement being made; 39.5% agreed, 23.4% disagreed to the statement and 16.9% strongly disagreed. Large number of the respondents, 39.5% agreed that teachers should attend all staff meetings. In addition, 35.1% of Distance Education respondents strongly agreed to the statement being made; Also 43.1% agreed, 12% were not sure, 6.2% of the respondents disagreed, and 3.5% strongly disagreed to the

statement. Majority of the respondents 43.1% agreed that teachers should attend all staff meetings.

The responses as summarized in the Table illustrated that 7.3% of Traditional Education respondents strongly agreed that teachers should attend community teachers association meetings; 45.2% agreed, 33.1% disagreed to the statement and 14.5% strongly disagreed. Majority of the respondents 45.2% agreed that teachers should attend community teachers' association meetings. Additionally, 20.9% of Distance Education respondents strongly agreed to the statement being made; 58.2% agreed, 11.6% were not sure, 9.3% of the respondents disagreed, and Majority of the respondents 58.2% agreed that teachers should attend community teachers' association meetings.

To ascertain the perception of the respondent on the twelfth item; teachers participation in extracurricular activities; 2.4% of Traditional Education respondents strongly agreed that teachers should participate in extracurricular activities; 40.3% agree, 5.6% were not sure, 32.3% disagreed to the statement and 19.4% strongly disagreed. Majority of the respondents 40.3% agreed that teachers should participate in extracurricular activities. However, 40% of Distance Education respondents strongly agreed to the statement being made; 47.6% agreed, 8.9% were not sure, 2.7% of the respondents disagreed and 0.9% strongly disagreed. Majority of the respondents, 47.6% agreed that teachers should participate in extracurricular activities.

Table 2 continued to summarize the respondent's response to the statement; that teachers have the ability to teach all core subjects.

About 17.7% of Traditional Education respondents strongly agreed that teachers should have the ability to teach all core subjects; 25% agreed, 3.2% were not sure, 37.1% disagreed to the statement and 16.9% strongly disagreed. Majority of the respondents, 37.1% disagreed that teachers have the ability to teach all core subjects. In addition, 38.2% of Distance Education respondents strongly agreed to the statement being made; 33.3% agreed, 9.3% were not sure, 17.8% of the respondents disagreed and 1.3% strongly disagreed, Majority of the respondents 38.2% strongly agreed that teachers should have the ability to teach all core subjects.

The last item in table 4.15 revealed the respondent's response to the statement; "I use teaching aid in all my teaching"; 4.8% of Traditional Education respondents strongly agreed on the statement being made; 34.7% agreed, 3.2% were not sure, 35.5% disagreed to the statement and 21.8% strongly disagreed. Majority of the respondents 35.5% disagreed that teachers used teaching aid in all their teachings. In addition, 27.1% of Distance Education respondents strongly agreed to the statement being made; 37.8% agreed, 8.9% were not sure, 20.9% of the respondents disagreed and 5.3% strongly disagreed. Majority of the respondents 37.8% agreed that teachers used teaching aids in all their teachings.

3.3. Assessment of the Respondents to Their Training

Results in Table 3 showed that about 29.8% of the respondents strongly agreed to the statement being made; 32.9% agreed, 34.2% were not sure, 3.1% of the respondents disagreed and 0.0% strongly disagreed to the statement. Majority of the respondents 34.2% were not sure that Distance learning system is not flexible due to academic and administrative organization.

The second statement that distance education does not depend on educational aids decrease depending on teachers revealed that 6.4% of the respondents strongly agreed to the statement being made, 52.4% agreed, 9.3% were not sure; 17.8% disagreed and 3.6% strongly disagreed on the statement. Large number of the respondents 52.4% Agreed that distance education does not depend on educational aids decrease depending on teachers.

The responses on the statement that distance education system creates open-minded students who can cope with educational development also revealed that about 52% strongly agreed, 33.8% agreed, 8% were not sure, 6.2% disagree. Large numbers of respondents 52% confirm that distance education system create open-minded students who can cope with educational development.

From the analyses on the fourth item 27.6% of the respondent strongly agreed with the statement, the educational establishment is as responsible as the supervisor for teaching students. 48% agreed, 5.8% were not sure on the matter being investigated, whilst 8% disagreed and 10.7% strongly disagreed respectively to the statement. The responses revealed that large number of the respondents; 48% agreed that the educational establishment is as responsible as the supervisor is for teaching students.

The aim of item five was to find out the respondents' reaction to the statement, organizing the educational materials guarantees the interaction between the learner and material. 46.2% strongly agreed and 36.4% agreed with the statement. 6.7% were not sure; on the matter, 8% disagreed and 2.7% strongly disagreed with the statement. These responses have consistently proved that large number of respondent 46.2 strongly agreed with the statement.

The sixth statements in the table continued to summarize the respondents 'reaction that Distance learning system enhances the learner's motivation. The data as analyzed for the statement revealed that 23.6% strongly agreed on the statement, 36.9% agreed, 4.9% were not sure on the matter, 20.9%disagreed and 13.8% strongly disagreed with the statement. Large number of the respondents; 36.9 agreed with the statement.

The seventh statement presented data on the responses to the statement; distance-learning system offers good opportunity to the learner to choose the major he wants, the time and the way of studying. The majority of them; 47.6% agreed to the statement; 33.3% strongly agreed; 7.6% disagreed, 4.4% strongly disagreed and 7.5% were not sure on the matter. This table showed that majority of the respondent 47.6 agreed with the statement.

Table 3 shows data on the perception of respondents on the statement; that the learner is able to evaluate his learning due to pre-assigned objectives, the majority 45.8% agreed to the

statement; 0.0% strongly disagreed; 44% strongly agreed; 3.5% were not sure on the topic and 2.2% disagree. This response shows that large number of respondent disagreed with being not comfortable with the geographical location of the school.

Analysis of the respondents' reaction to the last statement; learners in the distance learning system are independent learners who take responsibility of their learning showed that 34.2% strongly agreed on the statement; 54.7% agreed respectively; 5.3% disagreed and 1.3% strongly disagreed on the matter. 3.6% were not sure on the topic. Majority of the respondents agreed on the statement.

In addition, 17.7% of the respondents react to the statement that, they strongly agree to the uniqueness of students and lecturer relationship; 41.1% agreed, 25% were not sure, 16.1% of the respondents disagreed and 0.0% strongly disagreed to the statement. Majority of the respondents 41.1% agreed to the statement being made. The second item in the table analyzed the statement; traditional education system offers specialized knowledge and skills; 27.4% of the respondents strongly agreed to the statement being made, 25% agreed, 14.5% were not sure, 19.4% disagreed and 13.3% strongly disagreed on the statement. Large number of the respondents 27.4% strongly agreed that traditional education system offers specialized knowledge and skills.

The responses as summarized in the third item continued to analyze the statement; that cost is relatively high in traditional education. 9.7% strongly agreed, 20.2% agreed, 0.0% were not sure, 57.3% disagreed and 12.9% strongly disagreed. Large numbers of respondents; 57.3% disagreed on the statement. From the analyses on the fourth item; 9.7% of the respondent strongly agreed with the statement, that students are expected to reside in college; 12.9% agreed, 0.0% were not sure on the matter being investigated, whilst 51.6% disagreed and 25.8% strongly disagreed respectively to the statement. The responses revealed that large number of respondents 51.6% disagreed that students are expected to reside in the college.

The aim of item five was to find out the respondents' reaction to the statement that it is essential for students to be in contact with their lecturers and classmates; 25% strongly agreed and 25.8% agreed with the statement. 16.9% were not sure on the matter, 17.7% disagreed and 14.5% strongly disagreed with the statement. These responses have consistently proved that large number of respondent 25.8% agreed with the statement.

The sixth statements in the table 2 continued to summarize the respondents 'reaction that students in traditional education are not highly motivated; the data as analyzed for the statement revealed that 2.4% strongly agreed on the statement, 21% agreed, 14.5% were not sure on the matter, 34.7% disagreed and 27.4% strongly disagreed with the statement. Large number of the respondents 34.7 disagreed with the statement.

The seventh statement presented data on the responses to the statement; that it is important to be in daily contact with lecturers in traditional education. The majority of them, 36.3% agreed on the statement; 16.9% strongly agreed; 29.8% disagreed, 16.9% strongly disagreed and 0.0% were not sure on the matter. This table showed that majority of the respondent 36.3 agreed with the statement.

The result further shows that traditional education overcomes economic and social barriers; 2.4% strongly agreed on the statement; 21.8% agreed; 0.0% were not sure on the topic and 54% disagree. This response shows that large number of respondents 54% disagreed with being not comfortable with the statement. Analysis of the respondents' reactions to the last statement; traditional education enables students to pursue their education. 27.4% strongly agreed on the statement. 21% agreed respectively. 32.3% disagreed and 4.6% strongly disagreed on the matter. 14.6% were not sure on the topic. Majority of the respondents disagreed on the statement.
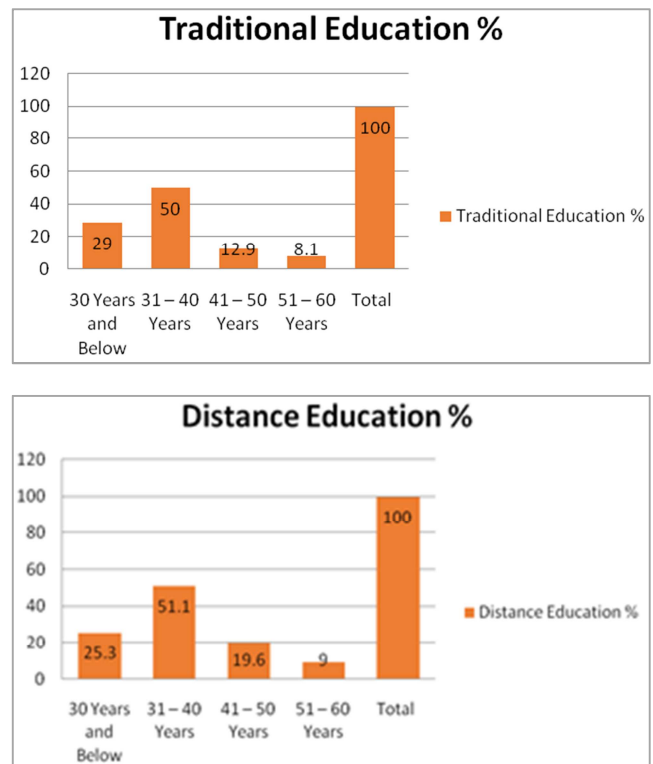

Figure 1. Age of Respondents.

Table 1. Rank of Traditional and Distance Education Teachers.

Variables	Traditional		Distance	
Present Job Status	Freq	%	Freq	%
Assistant teacher	50	35.2	60	26.7
Teacher	22	15.4	90	40
Senior Teacher	24	16.9	57	25.3

Variables	Traditional		Distance	
Present Job Status	Freq	%	Freq	%
Deputy Head Teacher	19	13.3	8	3.6
Head Teacher	24	16.9	10	4.4
Others	3	2.1	0	0.0
Total	142	100.0	225	100.0

Source: Field Data 2020

Table 2. *Percentage Distribution according to Respondents rating their Attitude towards Teaching.*

Statement on Attitudes of Teachers towards Teaching	Traditional Education					Distance Education				
	SA	A	NS	DA	SD	SA	A	NS	DA	SD
Must have a teaching syllabus in your class	37.1	31.5	2.4	19.4	9.7	47.8	44	2.7	4.9	0.9
Should not prepare a lesson plan before teaching	7.3	38.7	2.4	16.9	34.7	13.8	15.1	5.3	16.9	48.9
Should prepare a scheme of work	37.1	28.2	0	25	9.7	62.7	29.8	3.6	1.3	2.7
Must not prepare a record of work	0	28.2	2.4	56.5	12.9	14.7	13.3	2.7	40.4	28
Should sometimes sign attendance register	2.4	50.8	0	37.1	9.7	22.2	25.8	2.7	24.4	24.9
Should not make a recall twice a day	2.4	23.4		41.9	32.3	17.3	8	9.3	26.7	38.7
Must attend to all class and teach	7.3	22.6	4.8	58.1	7.3	48.4	23.6	6.7	13.3	8
Should not conduct test and assignment	2.4	34.7		28.2	34.7	12	10.7	6.6	32	38.7
Mark test and assignment promptly	32.3	29.8		25.8	12.1	39.1	46.2	6.7	4	4
Attend all staff meeting	20.2	39.5		23.4	16.9	35.1	43.1	12	6.2	3.5
Attend community teachers' association meeting	7.3	45.2	0	33.1	14.5	20.9	58.2	11.6	9.3	0
Participate in extracurricular activities	2.4	40.3	5.6	32.3	19.4	40	47.6	8.9	2.7	0.9
Demonstrate various method of teaching	8.1	32.3	3.2	44.4	12.1	45.8	41.8	5.7	6.7	
Teaching is very important to me	29.8	12.9	3.2	32.3	21.8	48.9	28.9	6.7	11.6	4
I have the ability to teach all core subjects	17.7	25	3.2	37.1	16.9	38.2	33.3	9.3	17.8	1.3
I used teaching aid in all my teaching	4.8	34.7	3.2	35.5	21.8	27.1	37.8	8.9	20.9	5.3

Source: Field Data 2020: (SA = Strongly Agree; A = Agree; NS = Not Sure; DA = Disagree and SD = Strongly Disagree)

Table 3. *Assessment of Respondents towards their training in Traditional and Distance Education.*

S/No	Statements	SA %	A %	NS %	DA %	SD %
1	Distance learning system is not flexible due to academic and administrative organization	29.8	32.9	34.2	3.1	0.0
2	Distance education does not depend on educational aids decrease depending on teachers	16.4	49.8	5.8	22.2	5.8
3	Distance education system creates open minded students who can cope with educational development	52	33.8	8	6.2	0
4	The educational establishment is as responsible as the supervisor for teaching students	27.6	48	5.8	8	10.7
5	Organizing the educational materials guarantees the interaction between the learner and material	46.2	36.4	6.7	8	2.7
6	Distance learning system enhances the learner's motivation	23.6	36.9	4.9	20.9	13.8
7	Distance learning system offers good opportunity to the learner to choose the major he wants, the time and the way of studying	33.3	47.6	7.5	7.6	4.4
8	The learner is able to evaluate his learning due to pre-assigned objectives	44	45.8	3.5	2.2	0.0
9	The learner in distance learning system is an independent learner who takes the responsibility for his learning	34.2	54.7	3.6	5.3	1.3
10	The relationship between students and lecturer is unique	17.7	41.1	25	16.1	0.0
11	Traditional education system offers specialized knowledge and skills	27.4	25	14.5	19.4	13.7
12	Cost is relatively high in traditional education	9.7	20.2	0.0	57.3	12.9
13	The students is expected to reside in the college	9.7	12.9	0.0	51.6	25.8
14	It is essential for the students to be in contact with lecturers and classmates	25	25.8	16.9	17.7	14.5
15	Students in traditional education are not highly motivated	2.4	21	14.5	34.7	27.4
16	It is important to be daily in contact with lecturers in traditional education	16.9	36.3	0.0	29.8	16.9
17	Traditional education overcome economic and social barriers	2.4	21.8	0.0	54	31.8
18	Traditional education enables students to pursue their education	27.4	21	14.6	32.3	4.6

Source: Field Data 2020: (SA = Strongly Agree; A = Agree; NS = Not Sure; DA = Disagree and SD = Strongly Disagree)

4. Discussion

The research objective sought to examine the attitude of respondents towards teaching in their schools. The results of this study indicated that majority of the traditional respondents, 38.7% agreed that teachers should not prepare a lesson plan before teaching. In addition, large number of the distance respondents 48.9% strongly disagrees that teachers should not prepare a lesson plan before teaching. This mean that teachers do not like to make a lesson note before teaching which, a negative attitude to teaching is. Focus group discussions with School authorities revealed that majority of the teachers were not satisfied with preparation of lesson notes. They noted that teaching is not an interesting job due to some factors that are associated with the

profession including inadequate rewards, and geographical location were cited as major factors that negatively influence their attitude.

Interview with Sierra Leone Teachers Union Officials revealed that most traditional and distance education teachers are not comfortable in the preparation of lesson notes before teaching. They noted, 'most teachers are not satisfied with support from school administration and the low salaries they receive and this demotivate them in preparing of their lesson notes. They concluded the FGD by agreeing that most traditional and distance teachers want to leave their jobs because of low motivation.

The results of this study support [7], findings on the aspect of learners participation, 70% of students felt more comfortable participating in an online discussion forum compared to an in class discussion. These differences in attitudes about discussion boards could be attributed to personality differences, where an introverted student may enjoy the feeling of anonymity created by participating in an online discussion compared to a face-to-face discussion. This suggests that teachers should be encouraged to actively participate in their own learning process.

Discussions with SLTU Representative revealed that most teachers were not comfortable with their present level of responsibility in the preparation of lesson notes. They argued, 'teachers are not satisfied with the demand of preparing a note of lesson they pointed out, 'most teachers would like to prepare a pamphlets for sale than a note of lesson.

They noted that preparation of note of lesson is a challenging job to most teachers. They revealed that most teachers feel satisfied with their professional ability to do their work and that monthly salary were not sufficient to meet all important expenses of teachers. The results are consistent with [13]. findings which support this belief as students who were interested in the material or identified with it demonstrated a higher level of motivation. Additionally, disinterest and distraction could explain some students' negative attitudes.

Additionally, the present findings are in line with [4]. Findings that students had a negative attitude towards online learning due to inadequate personal interaction. According to the results of this study distance, education teachers noted the lack of presence of a teacher to be a disadvantage compared to the traditional education teachers who felt the exact opposite—that it was an advantage.

Moreover, the present research findings revealed that large number of the traditional respondents; 37.1% strongly agree that teachers should prepared a scheme of work before teaching. Additionally majority of the distance respondents 62.7% strongly agree that teachers should prepared a scheme of work. These results are inconsistent with interview with the school authorities. Similarly, in the present study Majority of the traditional respondents 58.1% strongly disagree that teachers must attend to all classes and teach. Additionally, large number of the respondents; 48.4% strongly agreed that teachers must attend to all classes and teach. Many of the school authorities interviewed, indicated low satisfaction with the teachers teaching their classes.

Furthermore, the present research results support [3], findings with Negative comments received in regards to technological difficulties, the researchers found that the students in the web-based course realized significantly higher instructional outcomes than the traditional on-campus students. Interview with CTA Representatives revealed that most traditional education teachers are not comfortable technologies.

Interviews with School Authorities revealed that, teachers were not satisfied with their workload and large classes, as this tends to stress them, hence they are de-motivated. They disclosed that most teachers did not focus on the students' academic achievement, and do not also inculcate the spirit of competition to achieve high results. As mentioned in the interview, teachers must have a positive attitude toward teaching as well as student learning. They further explained that teachers must have sympathetic attitudes toward problems of learners. The teacher must try to locate the causes of antisocial behavior and help the learners to improve their personality. It was also pointed out by them that knowledge of the teacher regarding children psychology was the other factor that affects teachers' performance. The finding of this study makes the same conclusion as [8]. that student's satisfaction with instructional and learning approaches is related to positive motivation to learn, as well as to higher levels of achievements.

As discussed in the interviews, a person's (in this case a teacher's) personality, characteristics, qualities, and inner states matter significantly for effective learning outcome., the status of teachers are de-motivated and this serve as a threat to enhance students' academic achievement. Majority of them interviewed agreed that, most of the teachers had no commitment to their work.

The research findings support [12], that many of the decision makers view distance programme as second rate, a necessary but deficient form of education, This implies that teachers who occupied senior positions like being Deputy Principal, Senior Academic master/mistress, and Head of Department among others in their respective schools were overloaded with work than an ordinary student teacher.

5. Conclusion

Based on the findings of the study, it can be concluded that a comparative assessment of the traditional and distance models of teaching delivery is a worthy initiative as it enhances quality of education despite the many challenges. This research has presented information that brings out a clear picture of the two models of teaching in Kenema district, Eastern Region of Sierra Leone. The study relied on the traditional and distance education teachers themselves giving their comparative assessment of the two models. Stakeholders' views on the traditional and distance models of teaching delivery have also been used to give a comprehensive picture of the two model, Qualitative and quantitative analyses helped to portray the performance of

teachers in the traditional and distance model of teaching delivery in schools in the eastern region. School data revealed that there has been a significant increase in the number of trained and qualified teachers in the traditional and distance education in the district, but more in the distance education than in the traditional model of teaching. However, the old problem of recruitment and reassessment continue to de-motivate teachers. As a result, both sets of teachers face the same kind of challenges in the teaching profession.

Unfortunately, in a country where the majority of its citizenry are poor, traditional and distance education teachers continue to work under very difficult circumstances. There is a wide divergence between policy promulgation and its implementation. The research reveals unfulfilled promises and incomplete strategies by the Government that could have better the lives of traditional and distance teachers, recruitment is a major debilitating factor that affects the performance of teachers in the traditional and distance education.

6. Recommendation

A comparative assessment of the traditional and distance model of teaching delivery in Eastern polytechnic Sierra Leone appears to be complex, it is evident that the research undertaken can be of outstanding help not only to Traditional and distance educational planners and policy makers but also to all stakeholders engaged in teacher's education. With the findings from the research, stakeholders can profit from the resulting better knowledge of issues entailed in the comparative assessment of the traditional and distance model of teaching delivery and steps can then be defined for the improvement of the two models.

Results revealed Age as the main variables in the demographic characteristics of distance education teachers. Teachers in the distance education programme are more of aged than the traditional education teachers. Teachers in the traditional education are younger and lack experience in the teaching.

Teachers in the traditional education are with higher academic qualification than the distance education teachers. The distance education implementer's have to engage in fruitful discussion with community stake holders to motivate young school leavers to enrolled in the distance education programme and embrace the teaching profession.

The result revealed that enrollment and retention rate in the traditional and distance education was high. However, more teachers are being enrolled through the distance education model than in the traditional model of teaching. The Ministry of technical and higher education should ensure that classes are not overcrowded and that there should be a conducive friendly learning environment. More scholarships should be provided for those in the distance education model.

The result revealed that many traditional and distance education teachers were not preparing a lesson plan before teaching. The Ministry of Basic and secondary Education should make sure that programme are instituted to monitor the performance of teachers. Special efforts have to be made to ensure that lesson is well planned before teaching. Also, teachers should be monitored to ensure prompt marking of test, assignment and proper classroom managements.

Conflicts of Interest

The authors declare no conflicts of interest.

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