Assessment Of Level Of Resources Availability At National Teachers’ Institute: A Case Of Ondo State, Nigeria

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Abstract: The research was conducted on the assessment of level of resources availability at National Teachers Institute in Ondo State, Nigeria. Descriptive survey research design was used. The study population comprised, facilitators and clientele of NTI programme in Ondo State Nigeria. The sample size for the study was Ninety (90) respondents, selected through a multi-state sampling technique. The research instrument, used to collect data was self-developed by the researchers, entitled, “Questionnaire on assessment of level of resources at National Teachers’ Institute in Ondo State, Nigeria”. The research instrument was validated by two experts in Test and measurement, while the validity of the research instrument was determined, through test retest method, 0.70 coefficient reliability was obtained. The research questions were analysed, using descriptive statistics (frequency counts, simple percentages and mean). Based on the results, conclusions were made that materials should be made available adequately and that facilitated were enough for the programme. However, the funding of NTI programme in Ondo State Nigeria was not adequate. Recommendations were therefore made that; the Federal Government of Nigeria should budget adequate fund or finance for the programme implementation. Also, more materials and facilitators should be made available to further strengthen the existing ones.

Keywords: Assessment, Availability, Resources, National teachers institute

Background to the Study

The role of education to individuals and the society. Egunyomi (2015), stated that education is a potent weapon, through which poverty and diseases could be eradicated. Oyekan (2000), stressed that education is a pre-requisite for quality manpower development and creation of wealth. Erinsakin (2018), opined that for a nation to witness a rapid development in all spheres of human endeavour, education is a cogent factor. The recognition of the importance of education to individuals, nations and the global community is well encapsulated in the Millennium Development Goal (MDGs) Education For All (EFA) and Education 2030 Agenda. The implementation of Universal Basic Education (UBE) in 1999 in Sokoto State in Nigeria was mainly to ensure that every child has across or acquire at least, basic education for survival. The United Nations Educational Scientific and Cultural Organization (UNESCO), Article (26) in 1948 rightly affirmed that education is a human right. All children, youths and adults regardless of race or sex have access to right to education. UNESCO (2002), further stated that,

…where the right to education is guaranteed, people have a greater chance to enjoy the rights. Knowledge opens the mind to the world, to other cultures, languages and way of thinking. It empowers people, gives them a voice and improves their potentials.

The role of education to individuals and the society equally informed many institutional policies, strategies and synergy of the country with other nations towards ensuring that functional education of a good standard is giving to Nigerians. Observable, teachers have been identified to constitute the engine room of any educational sectors. Erinsakin (2018), noted teachers constitute the heartbeat, “moving force” and “driver” of any educational programme. The level of educational attainment of any nation is determined by the teachers. Similarly, the sustainable development of any nation depends on the quality of the teachers. Sarumi (2001), noted that no nation can tower beyond the level of her education, without teachers. The National Policy on Education (4th Edition) also affirmed that no educational system may rise above the quality of its teachers. Erinsakin (2018), defined teachers as a person, who help others to acquire knowledge. They are the prime executors of government policies on education and as such, their performance and vision could make or mar the future of Nigeria (Federal Republic of Nigeria, 1988).

Oyekan (2000), however observed that one of the myriad of factors that are besieging educational sector in Nigeria; is teacher factor. Apart from lack of motivation, poor attitudes to work, poor working condition, low status in the society which teachers in Nigeria are experiencing, poor attitude or lack of career development on the part of teachers constitutes is a serious challenge to educational system in the country, Nigeria. What this portends simply is that teachers need education for career development at all time. Hoyt (1975), defined career as the total effort of public education and community, aimed at helping an individuals to become familiar with the society, integrate these inherent orientation into their personal value-systems, and implement these into their lives in such a
way that work becomes possible, meaningful and satisfying to each individual. Oyekan (2000), noted that career education for the teachers is a mark of professionalism. It was further stated that, career development involves around helping individuals who desires to learn by doing and enjoy learning with a happy expectancy. In Nigeria, one of the government initiatives to bring about career development for teachers is through the National Teachers’ Institute Programme. Apart from training manpower, specifically for educational sector and other sectors of the nation, it offers opportunity for the teacher to embark on career development programme. However, the programme implementation over the years has been bedeviled with myriad of challenges, such as; lack of materials, poor monitoring and assessment, rarity of personnel etc. This study therefore, was carried out on assessment of level of resources availability at National Teachers’ Institute of Ondo State, Nigeria. Human resources in education system include: teaching and non-teaching staff. Imam (2017), stated the following as types of resources within an organization, including educational system and other formal or non-formal system. Imam (2017), stated that the success of education to a large extent depends on the quality of personnel within the system. The context of NTI, human resources are the personnel (facilitators and other staff or personnel of the programme). Imam (2017), explained the material resources to include those basic infrastructures and all education equipment available in schools for the purpose of teaching and learning processes, Uga (1981) cited in Ibrahim (2013) categorized material resources into two broad types: physical and learning facilities or curriculum resources. Physical facilities include; classrooms, libraries, laboratories, staff or administrative offices, workshops etc while curriculum facilities refer to the learning materials, such as; visual aids, aural aids and audio-visual aids. Fenker (2004), stressed that school facilities enable students and teachers to strive for optimal productivity. According to Castaldi (1997) “education facilities enable a skillful teacher to achieve a level of instructional effectiveness”. Financial resources is also a component of resources within an organization such as NTI programme. Financial resources is very germane to the development of education system, including NTI programme. It is the pivotal of availability of resources in any organization or school system. Their procurement is strictly a function of financial resources. Considering the importance and place value of resources within an organization, including, school system thus, informed this study on assessment of level of resources availability of National Teachers’ Institute of Ondo State, Nigeria.

Statement of the Problem
Globally, education has been identified as a factor that can guarantee individuals and development of the society in a holistic context. This has informed several national and international agenda on provision of functional education to the people. Towards achieving equity and equality to education several sectorial and institutional policies, strategic frameworks for action on accessibility to education have also been adopted and implemented in Nigeria. However, teachers have also been identified to have important roles to play in any educational sector, Nigeria, inclusive. Teachers occupy a central position in educational programme or system in Nigeria. Hence, there is a need for career development for them, thus will enhance their productivity and job performance, effectively. This specifically informed the launching of National Teachers’ Institute Programme to produce teaching personnel and provide career development opportunity for the teachers. It is against this foregoing background this study assessed the level of resources availability at National Teachers’ Institute: A case of Ondo State, Nigeria.

Objectives of the Study
The general objective of the study was assessment of level of resources availability at National Teachers’ Institute of Ondo State, Nigeria. specifically, the study objectives are to:

1. Ascertain the level of facilitators materials availability at NTI in Ondo State, Nigeria;
2. Determine the level of materials availability at NTI in Ondo State, Nigeria; and
3. Examine the level of financial availability in NTI in Ondo State, Nigeria.

Research Questions
Three research questions were formulated to guide the study.

1. Are there enough facilitators at National Teachers’ Institute centres in Ondo State, Nigeria?
2. Are the centres of National Teachers’ Institute in Ondo State equipped with enough materials?
3. Is financial budget to National Teachers’ Institute in Ondo State, Nigeria adequate?

Significance of the Study
The study is significance to the stakeholders in National Teachers’ Institute, Ondo State, Nigeria in the following ways:

1. The findings of the research will enable the public to determine the extent to which resources are made available for National Teachers’ Institute in Ondo State, Nigeria.
2. The results of the study will enable the Federal Government of Nigeria, being the provider of National Teachers’ Institute programme to ascertain the level of resources availability for the programme in Ondo State, Nigeria.
3. The findings of the research will assist government to take action in terms of procurement of resources to National Teachers’ Institute in Ondo State, Nigeria.
4. The study will add to the existing literature on National Teachers’ Institute in Nigeria. Thus serve as a reference material for researcher(s) who will conduct study on NTI programme in future etc.

Methodology
Descriptive survey research design was adopted for the research. The study population comprised, facilitators and clientele of National Teachers’ Institute in Ondo State study centres. The sample size of the study was Ninety (90) respondents. A multi-stage sampling technique was implored to select the respondents for the study. Ondo State was splitted into three senatorial districts (North,
Central and South). From each of the senatorial district, a study centre of NTI that had the highest numerical strength of clientele was selected. Thus, makes the total respondents to be ninety (90). The research instrument was self-developed questionnaire by the researchers, entitled “Assessment of level of resource availability in National Teachers’ Institute, Kaduna: A case of Ondo State, Nigeria (using four rating likert scale of Strongly Agree, (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The research instrument was validated by two experts in Test and measurement. The coefficient reliability of the instrument obtained was 0.70, through test retest method at two weeks interval using respondents who were not included in the main study. The research questions were analysed, using descriptive statistics (frequency counts, simple percentages and mean).

**Presentation of Results and Discussion of Findings**

Research Question One: Are there enough facilitators at NTI programmes in Ondo State, Nigeria?

Table I: Showing frequency counts, simple percentage and mean on are there enough facilitators at NTI programme in Ondo State, Nigeria.

<table>
<thead>
<tr>
<th>S/ N</th>
<th>ITEMS</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There are enough facilitators at the centres</td>
<td>20 (22.2%)</td>
<td>15 (17%)</td>
<td>30 (33.3%)</td>
<td>25 (28%)</td>
<td>2.6</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>Facilitators are not enough at the study centre</td>
<td>45 (50%)</td>
<td>20 (22.2%)</td>
<td>15 (17%)</td>
<td>10 (11.1%)</td>
<td>1.8</td>
<td>Rejected</td>
</tr>
<tr>
<td>3.</td>
<td>The numerical strength of facilitators does not commensurate with the number of clientele at the centre</td>
<td>50 (55.5%)</td>
<td>12 (13.5%)</td>
<td>13 (20%)</td>
<td>10 (11.1%)</td>
<td>1.8</td>
<td>Rejected</td>
</tr>
<tr>
<td>4.</td>
<td>There are more facilitators than the clientele</td>
<td>12 (13.3%)</td>
<td>18 (20%)</td>
<td>24 (27%)</td>
<td>36 (40%)</td>
<td>2.9</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>Rarity of facilitators is a challenge at the centre</td>
<td>38 (42.2%)</td>
<td>22 (24.4%)</td>
<td>14 (15.5%)</td>
<td>6 (6.6%)</td>
<td>1.6</td>
<td>Rejected</td>
</tr>
<tr>
<td>6.</td>
<td>Lack of facilitators is not a challenge at the centre</td>
<td>51 (55.5%)</td>
<td>15 (17%)</td>
<td>30 (33.3%)</td>
<td>40 (44.4%)</td>
<td>3.1</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Table I above shows the results on are there enough facilitators at NTI centres in Ondo State Nigeria? On item (1), 25 (28%) was obtained on respondents for strongly agreed. 30 (33.3%) agreed, 15 (17%) disagreed, while 20 (22.2%) strongly disagreed. On item (2), 10 (11.1%) obtained for strongly agree, 15 (17%) agreed, 20 (22.2%) disagreed, while 45 (50%) strongly disagreed. Also, on item (3), 10 (11.1%) of the respondents strongly agreed, 18 (20%) agreed, 12 (13.5%) disagreed, while 50 (55.5%) strongly disagreed. On item (4), 36 (40%) strongly agreed, 24 (27%) disagreed, 18 (20%) disagreed, while 12 (13.3%) strongly disagreed. On item (4), 36 (40%) of the respondents strongly disagreed, 24 (27%) agreed, 18 (20%) disagreed, while 12 (13.3%) strongly disagreed. On item (5), 6 (6.6%) of the respondents strongly agreed, 22 (24.4%) disagreed, while 38 (42.2%) strongly disagreed. Finally, on item (6), 40 (44.4%) of the respondent strongly agreed, 30 (33.3%) agreed, 15 (17%) disagreed, while 5 (5.5%) strongly disagreed among the respondents. A parametric view on the result reveals an average mean of rating scale of four (X = 2.3) which is less than the average mean of rating scale of four (X = 2.5). Thus, indicated that there are enough facilitators for NTI programmes in Ondo State, Nigeria. It means that the facilitators are not challenge to the programme in the state. Research Question Two: Are the centres of NTI in Ondo State, Nigeria equipped with enough materials? Table II: Showing frequency counts, simple percentage and mean on are the centres of NTI in Ondo State, Nigeria equipped with enough materials.

<table>
<thead>
<tr>
<th>S/ N</th>
<th>ITEMS</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classrooms are adequat e at the centre</td>
<td>42 (47%)</td>
<td>28 (31.1%)</td>
<td>16 (18%)</td>
<td>4 (4.4%)</td>
<td>1.8</td>
<td>Rejected</td>
</tr>
<tr>
<td>2.</td>
<td>There is shortage of classrooms at the centres</td>
<td>2 (2.2%)</td>
<td>8 (9%)</td>
<td>20 (22.2%)</td>
<td>50 (55.5%)</td>
<td>3.0</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.</td>
<td>The centre has enough chairs and tables</td>
<td>36 (40%)</td>
<td>22 (24.4%)</td>
<td>18 (20%)</td>
<td>14 (15.5%)</td>
<td>2.1</td>
<td>Rejected</td>
</tr>
<tr>
<td>4.</td>
<td>Tables and chairs are grossly inadequate at the centre</td>
<td>16 (18%)</td>
<td>12 (13.3%)</td>
<td>21 (23.3%)</td>
<td>41 (45.5%)</td>
<td>3.0</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>Primers supply</td>
<td>30 (33.5)</td>
<td>36 (40%)</td>
<td>14 (15.5)</td>
<td>10 (11.1)</td>
<td>2.0</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
Table 2 above shows the findings on are the NTI centres in Ondo State, Nigeria. On item (1) among the respondents, 4 (4.4%) strongly agreed, 10 (18%) agreed, 28 (31.1%) disagreed, while 42 (47%) strongly disagreed. On item (2), 50 (55.5%) strongly agreed, 20 (22.2%) agreed, 8 (9%) disagreed, while 2 (2.2%) strongly disagreed. On item (3), 14 (15.5%) of the respondents strongly agreed, 18 (20%) agreed, 22 (24.4%) disagreed, while 36 (40%) strongly agreed. On item (4), 41 (45.5%) of the respondents strongly agreed, 12 (13.3%) agreed, 16 (18%) strongly agreed, while 30 (33.3%) strongly disagreed. Finally, on item (6), 35 (39%) strongly agreed 25 (28%) agreed, 17 (19%) disagreed while 13 (14.4%) strongly disagreed.

Based on the findings above, the average mean of rating scale of four (X = 2.4) is less than the average mean of rating scale of four which is (X = 2.5). Thus, indicated that NTI programme are adequately supplied with materials. Perhaps this lends evidence to the Ibrahim opinion (2013) that the provision of facilities or materials in schools would result into achieving schools goals. In the context of (NTI) programme, the adequate supply of materials to the programme has enhanced the programme implementation. Research Question Three: Is financial budget on NTI in Ondo State, Nigeria adequate.

Table 3 above also reveals the result on is financial budget on NTI in Ondo State, Nigeria adequate. 12 (15.3%) among the respondents strongly agreed, 8 (9%) agreed, 20 (22.2%) disagreed, while 50 (55.5%) strongly disagreed. On item (2), 34 (38%) strongly agreed, 23 (25.5%) agreed, 13 (14.4%) disagreed, while 20 (22.2%) strongly disagreed. On item (3), 40 (44.4%) among the respondents strongly agreed, 26 (29%) disagreed, while 16 (18%) strongly agreed. On item (4) 32 (35.5%) among the respondents strongly agreed, 287 (31.1%) disagreed, while 17 (19%) disagreed, 13 (14.4%) also strongly disagreed. On item (5), 6 (7%) strongly agree, 4 (4.4%) agreed, 20 (22.2%) disagreed, while 50 (55.5%) strongly agreed. Finally, on item (6), 60 (67%) among the respondents strongly agreed, 15 (17%) disagreed, 7 (8%) disagreed, while 8 (9%) strongly disagreed.

Generally, the average mean of four (X = 2.5) is not lesser to average mean of rating scale of four (X = 2.5), the implication of this is NTI programme in Ondo State, Nigeria is adequately funded.

Conclusion
Based on the findings of the study, recommendations were therefore made that at National Teachers’ Institute, Ondo State Nigeria, there are enough number of facilitators. Also, that the centres of the programme were adequately supplied with enough materials, such as: chairs, desks and so on. However, the programme (NTI) in Ondo State, Nigeria is grossly under funded.
Recommendations

The following recommendations, based on the conclusion were made:

1. The Federal Government of Nigeria should budget adequate fund or finance for the programme implementation in Ondo State, Nigeria.
2. More materials should be made available for the programme to complement the available ones in Ondo State, Nigeria.
3. There should be a collaboration with some International Organizations, Non-Governmental Organizations (NGOs) and other funding agencies on education on funding of NTI programme in Ondo State, Nigeria.

References