

Funding and Administrative Effectiveness of National Teachers' Institute Study Centres in North Central Nigeria in Era Of Covid-19 Pandemic

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Abstract

The study examined the relationship between funding and administrative effectiveness of National Teachers' Institute study centres in North Central Nigeria. A descriptive survey research design was adopted for the study. The population for the study comprised 750 respondents which consisted of Zonal coordinator, Accountant, Educational Officers, State Coordinators, State office accountant, Education Officers, Centre Administrators and the Students' General Representatives. However, out of the population, 350 respondents were selected using Stratified Random Sampling technique. Three research questions were raised and two hypotheses were formulated to guide the study. A self-designed instrument tagged "Funding and Administrative Effectiveness Questionnaire (FAEQ)" was used for data collection. The instrument was validated by the experts in Distance Education and Financial Resource management. Split-half reliability method was used to test the reliability index which yielded 0.72. The index showed that the instrument was reliable for use. The research questions raised were answered using mean scores and percentage while hypotheses formulated were tested using Pearson Product-Moment Correlation statistics at 0.05 significance level. The finding, however, shows that the source of financing the distance education at National Teacher Institute was too low and the expenditure pattern was too high, hence, the financial resources were not adequate. The financial inadequacy affected the administrative effectiveness indicators like facilitators performance, students performance, record keeping and the community services of the National Teachers Institute programme in North Central Nigeria. It was however recommended that financing of Education should be the responsibilities of all.

Keywords: Administrative effectiveness, Funding, National Teachers' Institute and North Central Nigeria.

Introduction

Education is an instrument for enhancing National transformation and sustainable national development. It is important to note that any nation that toys with educational provision to her citizens can be rated high among the less developed countries at the global level. Over the years, the need for quality education had been advocated in Nigerian Teachers' education programme. Therefore, in order to achieve the quality teachers' education programme, a lot of efforts had been made. The efforts of the government are for the enactment of teachers' minimum qualifications to teach in the classroom, enforcement of the Post-Graduate Diploma in Education (PGDE), abrogation of Grade II Teachers Certificates, establishment of more colleges of Education to train more teachers for Nigerian primary and secondary education. It should be noted that the teachers are inadequate for the school system (Ogundele, 2017). The federal government also expanded the faculty of education programmes in Nigerian Universities. Above all, the Federal Republic of Nigeria in 1976 established National Teachers' Institute with the headquarter at Kaduna. This institute was charged with the responsibilities of training, retraining and upgrading of the classroom teachers. Presently, the institute trains different categories of teachers and awards the Grade II Teachers Certificate, Nigeria Certificate in Education (NCE) Advanced Diploma in Education, Bachelor of education and Postgraduate Diploma in Education. The National Teachers' Institute programmes are run through distance learning system. This type of learning system is the one that takes place through the separation of learners from their teachers in terms of time and facilities. The programme is devoid face-to-face interaction between the teachers and student. Dare (2013) noted that the National Teachers' Institute operates through e-learning, virtual teaching modular system, correspondence learning and mobile learning system. Presently there are 76 PGDE centres, 45 B. ED centres and 32 Advance Diploma centres in Nigeria.

The purpose of education is only achievable through the process of teaching and learning. However, school closures due to coronavirus (COVID-19) are affecting learners worldwide. As noted by Oboh and Oboh (2020), by the end of March 2020, over 180 countries had closed down their schools, affecting 87.4% of learners (over 1.5 billion students). Governments are taking action to support learners to continue their education remotely, using technology, but they face a number of challenges as they also deal with countrywide healthcare emergencies and likely economic recession.

The National Teachers' Institute was established purposely to train, re-train and upgrade teachers' towards producing quality teachers for the benefit of the education system. (Ogundele, 2013). It should be noted that no quality education can take place without effective administration. It is also important to note that no administrative effectiveness indicators like students academic performance facilitator job, quality record keeping, community services and discipline can take place without adequate funds at the disposal of the National Teachers' Institute administrators. This was part of the effects of coronavirus (COVID-19) on the funding system of the NTI which in turn impacted on the administrative effectiveness of the organization. This is because the Institute' administrators needs

adequate financial resources for both capital and recurrent centre expenditures.

Akinsuroju, Mogelola and Akinwande (2018) opined that the funds can be sourced from donations and tuition fees to complement federal government efforts. While discussing the problems affecting financing of National Teachers' Institute, Onye (2016) identified problems like inflationary trends over one of the facilities, inadequate maintenance culture, poor stakeholder involvement in funding and undue political interference in funding of the education.

Ogundele and Aiyeloso (2020) submitted that the expenditure patterns for administrative effectiveness will aid quality delivery service of online education programme in Nigeria in era of Covid-19. Oparinde (2013) also opined that funding and expenditure patterns had low significant influence on the effective administration of any institution. Therefore the basis for this study is to examine the relationship between funding and administrative effectiveness of the National Teachers Institute in North Central Nigeria.

Statement of problem

In the recent time, the Nigerian citizens had been clamouring for an access and equity to quality education. However, the access to education is greatly affected by socio-economic background, poverty, family background and nature of the individual work that disallow the citizen to have access to quality education. The issue of access to quality education was taken care of with the establishment of the National Teachers Institute centres across the country which has its headquarter at Kaduna. The study focused on whether the funding availability and utilization will be able to provide adequate indices of administrative effectiveness of the National Teachers' Institute especially in North Central Nigeria. The study therefore intends to investigate the relationship between funding and administrative effectiveness of the National Teachers' Institute in North Central Nigeria.

Aims and Objectives

The study aims at investigating the relationship between funding and Administrative effectiveness of the National Teachers' Institute in North central Nigeria. The specific objectives of the study are to:

1. find out the sources of funding for enhancing administrative effectiveness of National Teachers Institute in North Central Nigeria.
2. examine the expenditure patterns of the funds for achieving administrative effectiveness of National Teachers Institute in North Central Nigeria.
3. investigate the problems that militate against effective funding of National Teachers Institute towards achieving administrative effectiveness of the programme in North Central Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What are the sources of funding for the National Teachers' Institute for achieving administrative effectiveness of the programme during coronavirus (COVID-19) pandemic in North Central Nigeria?

2. To what extent do the funds generated expended towards enhancing administrative effectiveness of National Teacher Institute programme in North Central Nigeria during coronavirus (COVID-19) pandemic?
3. What are the problems militating against effective financing of National Teachers' Institute for administrative effectiveness of the programme during coronavirus (COVID-19) pandemic in North Central Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between funding and administrative effectiveness of National Teachers' Institute in North Central Nigeria during coronavirus (COVID-19) pandemic.
2. There is no significant relationship between expenditure patterns and administrative effectiveness of National Teachers' Institute in North central Nigeria during coronavirus (COVID-19) pandemic.

Methodology

This study adopted a descriptive survey research design. The study made use of 750 respondents as the total population, out of which 350 were sampled using stratified random sampling techniques. Three research questions were raised and two hypotheses were generated to guide the study. The instrument tagged Funding for Administrative Effectiveness Questionnaire (FAEQ) was self developed by the researcher. The instrument was validated by the experts in Educational management and test and measurement. Also, the reliability index of 0.72 was obtained after subjecting the instrument to split-half reliability test method using Spearman Rank Order Statistics. The Research questions were answered using mean score and standard deviation at 2.50 benchmark. The hypotheses were tested using Pearson Product Moment Correlation Statistics at 0.05 significance level.

Results

RQ1: What are the sources of funding the National Teachers' Institute for administrative effectiveness in North Central Nigeria during coronavirus (COVID-19) pandemic?

Table1: Sources of funding the National Teachers' Institute for an administrative effectiveness during coronavirus (COVID-19) pandemic

S/No	Statement	\bar{X}	Sd	Decision
1.	Money Generated from the Society grant	46.11	3.12	Agreed
2.	Amount generated internally for the administration	12.41	2.62	Agreed
3.	Money generated solely from the students' school fees	14.66	2.70	Agreed
4.	The stakeholders' contribution for managing study centres.	11.72	2.12	Agreed
5.	Money generated from sale of service to manage the centres in National Teachers Institute.	12.79	2.51	Agreed

Table shows the various sources of income for financing National Teachers Institute (NTI). The respondents agreed that the income are financial allocation by the government, internally generated funds, students school fees, contribution from the sales of services and direct labour. The result shows that apart from other likely sources, the National teachers are essentially managed through the internally generated funds by the centres which complement the financial allocation from the Federal Republic of Nigeria.

RQ2: To what extent do the funds generated expended towards enhancing administrative effectiveness of the National Teachers Institute in North central Nigeria during coronavirus (COVID-19) pandemic

S/No	Items	X	Sd	Decision
1.	The funds are used to build network for effective teaching of NTI	11.81	2.32	Agreed
2.	The facilitators are adequately paid which aid satisf action	13.17	2.21	Disagreed
3.	Adequate instructional facilities are provided for quality assurance of the programme	14.76	2.14	Disagreed
4.	The coordinators initiated permanent which aid administrative effectiveness.	18.17	2.41	Disagreed
5.	The funds allocated are used to expand the NTI programme in the North Central Nigeria	16.21	2.35	disagreed

Table 2 answers question on the extent to which the funds generated are expended for enhancing administrative effectiveness of the National Teachers' Institution in North central Nigeria. The respondents agreed that the funds are used to build network for effective teaching of NTI students. It should be noted however, that the respondents disagreed that the facilitators are not satisfied with the job due to the poor remuneration given to them, also there is poor infrastructure in the NTI centres, the coordinators did not initiate permanent building for effective coordination of all the centres.

RQ3: What are the problems militating against effective financing of the National Teachers Institute for administrative effectiveness of the programme during coronavirus (COVID-19) pandemic?

Table 3: Problems militating against effective financing of NTI in North Central Nigeria.

S/No	Items	X	Sd	Decision
1.	Inflationary trends affect the expenditure patterns	8.76	2.71	Agreed
2.	The political interference on the institutional financial management	8.99	2.57	Agreed
3.	There is a high rate of misappropriation and embezzlement of the funds generated for the NTI	15.72	3.12	Agreed
4.	Reluctance of the public in donating funds for NTI because of its distant nature	17.42	3.57	Agreed
5.	Poor socio-economic background of the parents makes the domination to be difficult for the problem	16.24	3.12	Agreed

Table 3 answers the question that relates to the problems militating against effective financing of National Teachers Institute in Nigeria. However, the respondents agreed on all the problems such as the inflationary trends which affect the meager internally generate funds, the issues of political interference in financing the programme which lead to Single Treasury Account (TSA), High rate of misappropriation and embezzlement, reluctance of the public good will to donate to the institute due to the nature of the programme and poor parental socio-economic background affects the effective financing of the programme and have negative influence on the administrative effectiveness.

Hypotheses Testing

The hypotheses generated were tested using Pearson Product-Moment Correlation statistics at 0.05 significance level. The collected data were subjected to Statistical Package of Social Sciences (SPSS).

H₀: There is no significant relationship between funding and administrative effectiveness of National Teachers Institute (NTI) in North Central Nigeria during coronavirus (COVID-19) pandemic

Table 4: Funding and Administrative effectiveness of National Teachers' Institute (NTI) in North central Nigeria during coronavirus (COVID-19) pandemic.

Variables	No	X	Sd	Df	Calculated r-value	Critical r-value	Decision
Funding	350	12.65	2.72	348	.35	.199	Ho, rejected
Administration effectiveness	350	18.69	3.11				

Table 4 shows that the calculated r-value of 0.35 is greater than the critical r-value of 0.199 at the degree of freedom of 348 and tested at 0.05 significant level. However, the hypothesis which states that there is no significant relationship between funding and administrative effectiveness of National Teachers' Institute (NTI) is however rejected. The result shows that there is significant relationship between funding and administrative effectiveness of the programme. The high students' academic performance, good record keeping and effective teaching-learning process are not as a result of the available funds but due to the effective supervision, commitment and interpersonal relations that existed in the centres. The result is therefore in support of Ajayi (2010) which noted that effective supervision and teachers' commitment are effective tools for teachers' productivity.

H₀: There is no significant relationship between the expenditure patterns and administrative effectiveness of National Teachers' Institute in North Central Nigeria during coronavirus (COVID-19) pandemic..

Table 5: Expenditure Patterns and Administrative Effectiveness of National Teachers Institute in North Central Nigeria during coronavirus (COVID-19) pandemic..

Variables	No	X	Sd	Df	Calculated r-value	Critical r-value	Decision
Expenditure patterns	350	17.24					H ₀₂
				348	.29	.192	Rejected
Administrative Effectiveness	350	18.69	3.11				

Table 5 shows the relationship between the expenditure patterns and administrative effectiveness of National Teacher's Institute in North central Nigeria. The calculated r-value of 0.29 is greater than the critical r-value of .192 at the degree of freedom of 348 and tested at 0.05 significant level. Hence the result shows that low positive relationship existed between the expenditure patterns and the administrative effectiveness of NTI. The result shows the existence of the effective administration in the area of facilitators, commitment, students performance, centre discipline and effectiveness of record keeping at the study centres. The effectiveness is not as a result of the expenditure patterns of the Institution but due to the high contentment of the centre manager and the facilitators. The result is highly supported by Amirrre and Ololube (2018) which noted that the commitment of the facilitators is an impetus to the quality assurance of Nigerian distance education programme with include National Teachers' Institute Programme.

Discussion

The article focused on the funding and administrative effectiveness of the National Teachers' Institute in North Central Nigeria. The respondents agreed on the items relating to the sources of funding for administrative effectiveness like financial allocation from the government, utilization of the internally generated funds, students school fees, contribution from the stakeholders and use of the sales of services and direct labour. The result shows that apart from other likely sources, the National teachers are essentially managed through the internally generated funds by the centres which complement the financial allocation from the Federal Republic of Nigeria. This result is supported by Akinsuroju Mogelola and Akinwande (2018) who agreed that the funds can be sourced from the donations, tuition fees to complement federal government efforts.

The research article also, examined the expenditure patterns for administrative effectiveness of the National Teachers' Institute. The respondents agreed on the fact that the expenditure patterns of the funds are based on the capital and recruitment expenditures. Therefore, the result is in line with the study of Ogundele and Aiyeleso (2020) and Olorunsola (2020) who opined that the expenditure patterns for administrative effectiveness will aid quality delivery service of online education programme in Nigeria in era of Covid-19.

The study also examined the problems affecting financing of National Teachers' Institute, the respondents agreed on the problem stated. However, Onye (2016) also identified problems like inflationary trends over one of the facilities, inadequate maintenance culture, poor stakeholder involvement in funding and undue political interference in funding of the education.

It should be noted that the hypotheses tested were rejected. The result shows that low significant relation existed between the funding and effective administration and the expenditure patterns. The result was therefore supported by Oparinde (2013) who stated that funding and expenditure patterns had low significant influence on the effective administration of any institution, same goes for the National Teachers Institute in North Central Nigeria.

Conclusion

Based on the data collected, the analysis made and the discussion of findings, it was observed that the National Teachers' Institute in the North Central Nigeria also generate funds internally to complement government budgetary allocation. The expenditure patterns of the funds are merely for capital and recruitment expenditure. The hypotheses show that no significant relationship existed between the funding, the expenditure patterns and the administrative effectiveness of National Teachers Institute in North Central Nigeria. It could be concluded, therefore, that there is effective administration at the NTI because of the high facilitators' commitment to perform their duties with positive zeals.

Recommendations

Based on the findings of this research, the following recommendations were made:

Government should increase funding to the Institute without the Institute solely relying on its Internally Generated Revenue as the major sources of income.

Facilitators' remunerations are to be adequate and paid as and when due to increase facilitators' job satisfaction. In a similar vein, adequate maintenance culture that will reduce the over head cost of the dilapidated infrastructural facilities of the National Teachers Institute in North Central Nigeria should be adopted.

Adequate Financial management training should be integrated into the teaching-learning process of the NTI. The training will expose accountability, honesty and transparent financial administration. This will address the problem of high rate of misappropriation and embezzlement, reluctance of the public good will to donate to the institute due to the nature of the programme and poor parental socio-economic background which affects the effective financing of the programme with negative influence on the administrative effectiveness.

The NTI centres should prepare necessary budgets that will guide their expenditure patterns for the years ahead, bearing in mind the low positive relationship found to have existed between the expenditure patterns and the effective administration of the centres.

Finally, the course facilitators need to be integrated into the various capacity building opportunities of the National Teachers Institute. This will assist in updating their knowledge and make them more committed.

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