

RESOURCE UTILIZATION AND QUALITY DELIVERY OF NOMADIC EDUCATION PROGRAMME IN NORTH CENTRAL NIGERIA FOR GLOBAL COMPETITIVENESS

OGUNDELE, MICHAEL OLAREWAJU (Ph.D)

Department of Educational Foundations
Faculty of Education
University of Jos Nigeria
michogun63@gmail.com

ETEJERE PATRICIA O.A (Ph.D)

Department of Educational Management
Faculty of Education
University of Ilorin Nigeria

Ogunniyi M.L (Ph.D)

National Centre for Agricultural Mechanization (NCAM)
p.m.b 1525, Ilorin, Kwara State, Nigeria

ABSTRACT

The study examined the relationship between resource utilization and quality delivery of nomadic education programme in plateau state Nigeria for global competitiveness. A correlational research design was adopted for the study. The population for the study are 650 respondents which comprised of the headteachers, teachers, parent-teachers, association executives and prefects. Sample of 450 respondents were selected using proportionate stratified random sampling technique. Three research questions and three hypotheses were formulated for the study. A self-designed research instrument tagged resource utilization and quality delivery questionnaire (RUQUDDQ) was validated by the experts in Economic Education, Educational Management and the reliability index of 0.82 was obtained after subjecting the instruments to split half reliability method and tested at .05 using spearman ranking order statistics. Descriptive statistics like percentages, mean score and standard deviation was used to answer all the research questions whole. The hypotheses were tested with Pearson product moment correlation statistics at 0.05 significance level. It was however concluded that all the hypotheses tested were rejected which showed that low significant relationship existed between resource utilization and quality delivery indicators in nomadic education in Plateau state which affect global competitiveness of the programme in the state. It is however recommended that the local resources in nomadic education should be used during teaching-learning processes using practical and activity oriented for effective utilization of the available resource s. however, innovative approach for resource utilization in nomadic education in plateau state will definitely enhance global competitive of the programme.

Keywords: Research Availability, Quality Delivery, Nomadic Education Programme and Plateau State.

Introduction

Education is regarded as the only sustainable tool for national transformation, social change and economic development. Due to the clamouring issues of equity access and quality education for the citizens at the global level. Ogundele, Dadas and Jankrur (2017) noted that equity, access and quality in Nigerian education all provisions had become emerging issue for the global competitiveness. However, the authors noted that the need to provide education for the disadvantaged groups like girl child, nomads, Fishermen, Rural out – of school children Education programme and children in Internally Displace persons camp Education. According to Akinnusi (2016), in a bid to provide quality educational provisions for the Nigerian citizens, the programme were instituted are Girl child education Nomadic education, disadvantaged group Education, universalization of Education and Distance learning system.

It should also be noted that for effectiveness and efficiency in the quality delivery of the educational programme for the global competitiveness of the educational provisions, Ogundele (2016) advocated the needs for resource availability utilization and adequacy in order enhance global competitiveness of the educational programme provided for the disadvantaged group.

However, Educational resource can be defined as those materials and non-materials facilities that are provided by nature for enhancing quality delivery of educational system. Olunlade (2004) described material resources as

those natural or physical resources that are provided for the use of teachers during the teaching learning processes. The author however, categorized material or physical resources into instructional facilities, Equipment's, libraries, buildings, lawns and landscaping, transportations, and recreational facilities all which when provided an effectively utilized will aid teachers efficiency and effectiveness in the quality delivery of the instructional activities. Olayemi (2012) also described non-material resources or human resources as those teachers, non-teaching staff and students that make use or upon which the resources provided are utilized from effectiveness, efficiency and global competitiveness of Nigerian Education system.

However, the basis for this study centered on the need to provide quality education for the nomads to make them compatible o the society and make them relevant to the society. However, the need to provide necessary resources for the Nomadic education programme in Plateau State. The Federal Republic of Nigeria (2013) in a bid to enhance equity, access and quality education among the citizens, advocated for the establishment of centre for Nomadic Education programmes in Nigeria, Established Nomadic primary schools, in every state of the federation. It should be noted therefore in Plateau state there are twenty nomadic Education schools distributed to every Local Government Area of the State. The rationale for this study is to find out the level of the resources provided, the rate of utilization and the effectiveness for enhancing global competitiveness of the nomadic Education provided.

Statement of Problem

Over the years the need for equal education opportunities for all citizens had been an emerging issues in Nigeria. However, in Plateau State the issues of equity, access and quality education for the citizens without prejudice had become issue of concern. To this en the study investigated the relationship between the resource availability, utilization and effectiveness and quality delivery of Nomadic Education programme in Plateau State. The study therefor examined the extent to which the level of utilization enhance global competitiveness of Nomadic Education programme in Plateau State, Nigeria.

Aim and Objective of the Study

The aim of the study focused on the relationship between resource availability, utilization and effectiveness and quality delivery of Nomadic Education in Plateau State, Nigeria. Specifically, the objectives of the study are to:

1. Examine the extent to which the resources are provided for effective implementation of Nomadic Education programme for global competitiveness.
2. Investigate the rate of utilization of the resources provided for the implementation of the Nomadic education programme in Plateau State.
3. Find out the education programme that are instituted for effective quality nomadic education for global competitiveness
4. Determine the effectiveness of the resources provided for quality delivery of Nomadic Education.
5. Examine the problems militating against effective operation of nomadic education

Research Questions

The following research questions are raised to guide the study.

1. To what extent do the resources available for quality delivery of Nomadic Education in Plateau State for global competitiveness
2. To what extent do the available resources utilized for global competitiveness of Nomadic Education programme in Plateau State.
3. What are the available Education programme instituted for nomadic education for global competitiveness
4. To what extent do the resources provided are effective for quality delivery of Nomadic Education for global competitiveness
5. What are the problems militating against effective operation of Nomadic Education?

Hypothesis

The following research hypothesis are formulated and tested at .05 significance level.

1. There is no significant relationship between resource availability and quality delivery of Nomadic Education programme in Plateau State for global competitiveness
2. There is no significant relationship between resource utilization and quality delivery of Nomadic Education programme for global competitiveness
3. There is no significant relationship between the effectiveness of resource availability and quality delivery of Nomadic Education for global competitiveness in Plateau State.

Methodology

The study examined the relationship between resource utilization and quality delivery of Nomadic Education programme in Plateau State for global competitiveness. A descriptive research design of correlation type was adopted for the study. The population totaled 900 respondents in the 21 nomadic schools comprising a teachers, head teachers, students and parents were used for the study. Sample of 450 (50%) respondents were selected using proportionate sampling technique. Five research questions and four hypotheses were formulated to guide the study. A self-designed instrument tagged Resource Utilization for Quality Delivery Questionnaire (RUQDQ). The instrument was validated by the experts in Economic of Education and Educational Management split-half reliability was used to test the reliability index of .82 after subjected to spearman ranking order statistic at .05 significance level. All the research questions raised were answered using Descriptive Statistics like mean scores and standard deviation and all the hypothesis were tested using Pearson product moment correlation statistics at .05 significance level.

The data collected were subjected to statistical package of social sciences (SPSS) 2.50 for the analysis

Data Analysis

The data collected were analysed using descriptive statistics while inferential statistic was used to test all the hypotheses, find below the result

Research Question 1: To what extent do the resources available for quality delivery of Nomadic Education for global competitiveness?

Table 1: Resource availability for quality delivery of Nomadic Education for global competitiveness.

| S/No | Statement | \bar{X} | Sd | Decision |
|------|---|-----------|------|-----------|
| 1 | The government provide classroom buildings for effective instructional activities in Plateau State | 24.5 | 2.83 | Agreed |
| 2 | Well trained teachers are employed for the nomadic education teaching-learning processes | 9.64 | 2.74 | Agreed |
| 3 | Financial resources are provided | 25.21 | 2.82 | Agreed |
| 4. | Adequate physical resources are provided for effective teaching-learning processes towards global competitiveness | 18.33 | 2.58 | Agreed |
| 5 | Nomadic education teachers are well motivated for quality delivery for global competitiveness | 12.43 | 2.11 | Disagreed |
| 6 | Motorcycle are provided for the Nomadic Education teachers to trace the nomadic for teaching | 11.63 | 2.81 | Agreed |

Table 1 indicates that government provide adequate classroom buildings for effective instructional activities, that well trained teachers are employed for the teaching learning process also that adequate physical resources like

equipment, books, teaching aids are provided towards enhancing global competitiveness of the programme, only that the teachers are not well motivated for effective usage.

Research Question 2: to what extent do the available resources utilized for global competitiveness of the Nomadic Education of Plateau State?

Table 2: Resource utilization for quality delivery for global competitiveness of Nomadic education

| S/No | Statement | \bar{X} | Sd | Decision |
|------|---|-----------|------|-----------|
| 1 | There is optimization of the resources usage for the teaching-learning process | 41.31 | 2.11 | Disagreed |
| 2 | Nomadic education teachers are motivated by way of good pay | 40.36 | 2.18 | Disagreed |
| 3 | The resource utilization by the teachers are effectively monitor by the Ministry of Education | 13.44 | 2.33 | Disagreed |
| 4. | The nomadic environmental resources are used for their modern training | 12.27 | 2.21 | Disagreed |
| 5 | Environmental resources are used for practical teaching of nomadic education teachers | 11.39 | 2.13 | Disagreed |

Table 2 shows that the resources provided are not optimally utilized, the teachers are not motivated, there is no effective monitoring and the available environmental resources like cow skins, milks, forests, grasses are not effectively used for training of nomads students.

Research Question 3: what are the available nomadic Education programmes instituted for global competitiveness in Plateau State?

Table 3: Nomadic Education programmes instituted for global competitiveness in Plateau State.

| S/No | Statement | \bar{X} | Sd | Decision |
|------|---|-----------|------|-----------|
| 1 | Training of nomads for modern transformation of environmental resources | 8.72 | 2.13 | Disagreed |
| 2 | Integration of Western Education with Islamic Education programme | 7.88 | 2.72 | Agreed |
| 3 | Mobile learning was instituted for the teaching and learning processes | 18.24 | 2.17 | Disagreed |
| 4. | Home grown feeding was instituted by the government to encourage the children stability in the school | 17.21 | 2.18 | Disagreed |
| 5 | Evening learning programme are initiated for the nomadic children to enhance effective participation | 14.31 | 2.22 | Disagreed |
| 6 | Dairy educational programme are provided for effective modernization of nomadic products. | 12.22 | 2.24 | Disagreed |

Table 3 shows that the level of the utilization of the available resources are too low to enhance global competition of the Nomadic education programme among other nations. The respondents disagreed that the trainers did not use the available environmental resources, they did not use

Research Question 4: to what extent do the resources provided for quality delivery are effective for global competitiveness?

Table 4: effectiveness of the resource provision for quality delivery and global competitiveness

| S/No | Statement | \bar{X} | Sd | Decision |
|------|--|-----------|------|-----------|
| 1 | The resources availability aid skills acquisition of the nomads for global competitiveness | 28.32 | 2.12 | Disagreed |
| 2 | Effective utilization of the resources aid equity access an quality of Nomadic education programme | 18.64 | 2.82 | Disagreed |
| 3 | Environmental resources in the nomadic schools develop self sufficiency and job creation of the nomads | 12.43 | 2.16 | Disagreed |
| 4. | The communities in Plateau State rely solely on the nomadic education resources for industrial development | 22.31 | 2.20 | Disagreed |
| 5 | The resources availability and utilization aid global competition with other system of education | 20.22 | 2.24 | Disagreed |

Table 4 shows that total the effectiveness of the resources provided for the quality delivery of nomadic education for global competitive were not shown. The respondents agreed that the resources available suppose to aid skills acquisition of the Nomads but no shown in the attitudes. The respondents agreed that the program aids equal educational opportunities for all citizens but the nomads did not make use of the opportunities

Research Question 5: What are the problems militating against effective operation of nomadic education for global competitiveness in Plateau State?

Table 5: Problems militating against effective operation of nomadic education programme in Plateau State, Nigeria.

| S/No | Statement | \bar{X} | Sd | Decision |
|------|--|-----------|------|----------|
| 1 | Cultural orientation of the nomads | 12.64 | 2.76 | Agreed |
| 2 | Political instability | 18.48 | 2.56 | Agreed |
| 3 | Negative parental attitudes to educational provision | 17.48 | 3.31 | Agreed |
| 4. | Poor technological know how | | | |
| 5 | Over reliance on the sedentarial job of animal rearing | 18.78 | 2.86 | Agreed |
| 6 | Constant change in climate and weather condition | 17.81 | 2.56 | Agreed |
| 7 | Constant movement from one abode to another | 18.86 | 3.42 | Agreed |
| 8 | Security challenges that destroy most of the available resources | 16.78 | 2.55 | Agreed |
| 9 | Negative attitude to the change in their mode of living | 17.48 | 2.58 | Agreed |
| 10 | Poverty level of parents | 15.63 | 3.51 | Agreed |

Table 5 shows that there are many problems that militate against effective implementation of nomadic education program for global competitiveness. Prominent among the problems agreed upon are culture, politics, negative attitude to education, security challenges, climate changes, sedentrial movement of the nomads from one place to the others. The problems affect the programme for competitiveness especially in Plateau State.

Hypothesis Testing

The following hypotheses generated are tested using Pearson product moment correlation statistics at .05 significance level. Find the result

Ho1: There is no significant relationship between resource availability and quality delivery for global competitiveness in Plateau State.

Table 6: Resource availability and quality delivery for global competitiveness of Nomadic Education programme in Plateau State

| Variables | No | \bar{X} | Sd | Df | Calculated r-value | Critical r-value | Decision |
|-----------------------|-----|-----------|-------|-----|--------------------|------------------|----------|
| Resource availability | 450 | 15.32 | 10.33 | | | | |
| | | | | 449 | .22 | .196 | Ho1 |
| Quality delivery | 450 | 17.44 | 10.47 | | | | Rejected |

Table 6 shows that the calculated r-value of .22 is greater than the critical r-value of .196 at the degree of freedom of 449 and tested at .05 significance level. Hence the null hypothesis that stated that there is no significant relationship between resource availability and quality delivery for global competitiveness is rejected.

Ho2: There is no significant relationship between resource utilization and quality delivery for global competitiveness of nomadic Education in Plateau State.

Table 7: resource utilization and quality delivery for global competitiveness of Nomadic Education in Plateau State, Nigeria

| Variables | No | \bar{X} | Sd | Df | Calculated r-value | Critical r-value | Decision |
|----------------------|-----|-----------|-------|-----|--------------------|------------------|----------|
| Resource utilization | 450 | 24.72 | 19.26 | | | | Ho2 |
| | | | | 449 | .23 | .195 | Rejected |
| Quality delivery | 450 | 17.44 | 10.47 | | | | |

Table 7 shows that the calculated r-value of .23 is greater than the critical r-value of .195 at the degree of freedom of 449 and tested at .05 significance level. Hence the null hypothesis that stated that there is no significant relationship between the resource utilization and quality delivery for global competitiveness of nomadic education programme is however rejected.

Ho3: there is no significant relationship between effectiveness of resource availability and quality delivery for global competitiveness of nomadic education in plateau state Nigeria.

Table 8: Effectiveness of resources availability and quality delivery for global competitiveness of Nomadic education programme in Plateau State

| Variables | No | \bar{X} | Sd | Df | Calculated r-value | Critical r-value | Decision |
|--|-----|-----------|-------|-----|--------------------|------------------|----------|
| Effectiveness of resource availability | 450 | 15.32 | 10.33 | | | | Ho3 |
| | | | | 449 | .28 | .196 | |
| Quality delivery | 450 | 17.44 | 10.47 | | | | Rejected |

Table 8 shows that the calculated r-value of .28 is greater than the critical r-value of .196 at the degree of freedom of 449 and tested at .05 significance level. Hence the null hypothesis that stated that there is no significant relationship between effectiveness of resource availability and quality delivery of nomadic education for global competitiveness is however rejected.

Discussion of Findings

The study investigated the relationship between resource utilization and quality delivery of Nomadic education programme in plateau state, Nigeria. The issue of concern is whether the available resources are effectively utilized for the operation of Nomadic education programme for enhancing global competitiveness in the areas of equity, access and quality delivery. However, the statement in respect of the extent to which the resources are available for quality delivery for global competitiveness of nomadic education programme. The respondents agreed that the physical, human and financial resources are made available for the quality delivery of the programme for global competitiveness. However, it shows that resources availability have significant influence on the quality delivery of education system. The study however showed that despite the availability of the resources it has little impact on the quality delivery of the Nomadic education programme for global competitiveness. The result negate the opinion of Oke(2017) which noted that with the availability of physical resources, the effective utilization will aid students academic achievement in the school system. In this study the opportunities of the availability of the resources were not effectively used by the nomads for quality education in the interest of compatibility with the counterparts at the global level.

The available resources are not effectively utilized for enhancing quality delivery of Nomadic education programme in plateau state for global competitiveness. It should be noted that the utilization of the available resources for quality delivery is too low for the nomadic education programme implementation for global competitiveness. The study negate the opinion of Bello (2010) whose finding revealed that with the availability and effective utilization of physical, human and financial resources for educational provisions. The goals achievement are easy to be achieved, but with the nomadic education programme, the resources are not utilized well which made the quality delivery for global competitiveness so difficult.

The tables also indicated that there are problems that militate against effective use of the available resources such as politics, climate change, financial mismanagement, negative to education provision and changes. The finding however supported by Agbulu and Ogundele (2018) which stated that politics and ethical challenges in Nigerian education mainly constitute high blockage to quality delivery of Nomadic education.

However, all the three hypotheses tested were rejected, from tables six to seven, showed that the availability utilization and effectiveness of the resources for quality delivery of Nomadic education for global competitiveness of the programmes are rejected. The tables shows that in plateau state, the resources availability, utilization and effectiveness have very low significant relationship with quality delivery of Nomadic education programme. However that issue of global competitiveness of Nomadic education is so low. The result however negate the findings of Oladeji (2012), Aderinoye (2016) and Yakubu (2005) which opined that for effectiveness and efficiency of educational programme.

The available physical, human and financial resources need to be adequately utilized and effective utilization will enhance quality delivery and competitiveness of the educational programmes at the global level.

Conclusion

Result of the findings, revealed that the available resources have low significant impact on the quality delivery of Nomadic education programme and the level of utilization of those resources have been compounded by series of problems ranging from culture, religion, politics, climate change and sedentary movement which greatly affect the quality delivery. It is therefore concluded that with the availability of the nomadic education resources, without effectiveness in the utilization the issue of global competitiveness become a forgotten issue in plateau state, Nigeria

Recommendations

Based on the result of the findings and the conclusion made the following recommendations were made.

The provision of physical human and financial resources should be responsibility of every member of the society. The adequate provision will bring the nomads to the streamline of educational system thereby encouraging equity, access and quality education for global competitiveness of Nomadic education programme.

Also, the ministry of Education and the Universal Basic Education Commission should initiate effective monitoring and supervisory techniques that will enhance strict compliance to the effective use of the available resources towards quality delivery for global competitiveness.

Furthermore, the nomadic education teachers should be adequately motivated in order to improve their morale for the job and enhance nomadic teachers job satisfaction. It should be noted that an happy teacher is an happy work. When there is happiness in the nomadic education teachers, they will be able to put in their best for quality delivery that will aid global competitiveness.

Also, the three tiers of government and communities should initiate the taskforce that will encourage the nomads to go back to school and make use of the available resources for quality delivery and global competitiveness of the programme.

Finally, the stakeholders in nomadic education should organize workshops, conferences, retreats and seminars that will bring improving mode of operators for quality delivery and global competitiveness of the programme.

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