Evaluation of Adequacy of Input Resources Available for Implementation of Nigeria Certificate in Education Programme by Distance Learning System of National Teachers' Institute in Rivers State

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ABSTRACT
The study evaluated the adequacy of input resources available for implementation of Nigeria Certificate in Education programme by Distance Learning System of National Teachers' Institute in Rivers State. Two research questions and two hypotheses guided the study. Utilitarian evaluation research design was adopted. The population of the study consisted of 258 subjects in the fourteen NTI NCE study centers in Rivers State. The sample size consisted of 258 respondents. Census sampling technique was used to select all the population as the sample size. An instrument titled: NTI NCE Programme by DLS Input Resources Rating Scale was used for data collection. The face and content validity of the instrument was determined by two experts in measurement and evaluation. The Cronbach Alpha method was used to obtain the internal consistency reliability coefficient of 0.76 for the instrument. Research questions were answered using mean and standard deviation at acceptable mean scores of 2.50 and above, while One Way ANOVA was used to test the hypotheses at 0.05 level of significance. Results showed that: material resources not adequately available for implementation of NTI NCE programme by DLS; human resources are adequately available for implementation of NTI NCE programme by DLS. It was recommended among others that: human and material resources should be adequately provided at the study centres, and ICT facilities should be fully mobilized and utilized for effective implementation of NTI NCE programme by DLS in Rivers State.
Keywords: National Teachers' Institute, Material Resources, Human Resources, Evaluation, Implementation Distance Learning System

INTRODUCTION
The invaluable roles and dynamism of education, especially in this computer or technology age has propelled nations all over the world including Nigeria to seek for alternatives and embrace innovations which geared towards ensuring that the citizens have access to quality basic education for the overall well-being of the people and socio-economic development of the society. One of such innovations is distance learning system or distance education or distance learning. Muyinda (2012) defined distance education as a set of teaching and learning strategies that can be used to overcome spatial and temporal separation between educators and learners. Distance learning refers to a mode of study where a learner may complete all or part of an educational programme in a geographical location apart from the institution hosting the programme (Okoye, 2015). Distance learning system or distance education is therefore, a platform or system of study that gives everyone both old and young, working and non-working an opportunity to be educated at their own time, pace and comfort with the aid of Information and Communications Technology (ICT) facilities and some levels of face-to–face interaction with the course facilitator (s). The benefits of distance learning system in the society are well documented. Distance learning offers unique opportunities for: life-long learning to working adults; out of school programmes for children and youths who are unable to attend ordinary school as a result of disability, illness or remote location; education opportunities for nomadic and itinerant

groups and pre-service teachers preparation and in-service development, among others (UNESCO, 2002). It is convenient for both students and instructors, flexible and thus provide students option to participate in education on an individual basis, and it is as effective as traditional instruction when appropriate methods and technologies are used (Torupere, 2016). Distance learning system enables the learners (students) to enjoy quality education that is equivalent to that of the traditional education, as well as share knowledge across the border at their own comfort, pace and location with the aids of Information and Communications Technology (ICT).

There is no doubt that distance education in Nigeria, and all over the world has played and continues to play some key roles in teacher education- training and upgrading the quality of teachers for effective job delivery. The need for distance education in Nigeria was first proposed in 1960 at the department of Adult Education, University of Ibadan (Akinpelu as cited in Aminu, 2012). However, the distance learning system tends to reach the peak of its popularity in Nigerian education system when the nation was in dare need to adequately address the challenges of shortage of quantity and quality of teachers in Nigeria for effective implementation of the then Universal Primary Education (UPE) and now Universal Basic Education (UBE) with the establishment of the National Teachers' Institute, Kaduna in 1976 with the core mandate to train, upgrade and retrain teachers through an in-service training otherwise known as distance learning system.

According to the National Teachers' Institute (NTI, 2013) annual report, the National Teachers' Institute Act CAP N79 LFN 2004 of No.7 of 10th April, 1979 of the institute empowered it to carry out the following functions:

a) Upgrade under-qualified and untrained teachers.

b) Provide refresher and other upgrading courses for teacher.

c) Organize workshops, seminars and conferences which assist in the improvement of teachers.

d) Conduct examinations.

e) Carry out research in conjunction with other bodies on any matter relevant to educational development in the country.

f) Formulate policies and initiate programmes at all levels of education designed to improve, by way of research, the quality and the content of education in Nigeria.

g) Assess from time to time the training programmes offered by the institutions controlled by or associated with the institution, with a view to ascertaining the professional competence of those institutions.

h) Offer such assistance, either alone or in cooperation with educational bodies as may be requested by the institutions controlled by or associated with the institute.

i) Foster and enhance international co-operation in the education of teachers.

j) Perform such other functions as necessary or expedient for the full discharge of all the functions of the Council under the Act.

The extent to which the institute can effectively implement the above stated functions depends largely on the adequacy of the available input resources. Input resources are material facilities and humans or man power that are necessary for the achievement of the objectives, goals and vision of the programme.

Material resources are facilitates such as infrastructural facilities, instructional facilities, educational media, library, course modules, CDs and laboratory facilities, etc which are needed for the labour (human effort) to be resourceful in the implementation of the NTI NCE programme by DLS. As rightly observed by Obasi and Akuchie (2014) access to library, counseling and other educational resources and services should be an integral part of the educational experience of distance learners. To ensure quality and standard in course material provision in NTI, Junaid (2012) emphasized that course materials developed are reviewed and edited while the distance education curricula pass through several committees and directorates for assessment and reviews before the final approval.

Human resources are also important for effective implementation of the NTI NCE by DLS programme. This is because human resources deals with the body of staff (labour) which are involved directly or indirectly in the management and coordination of available material resources for effective implementation of the programme. The NTI as an educational institute mainly use lecturers within the state to serve as centre managers and course facilitators at the various study centres in order to ensure that her quality and standard in all ramifications is of equivalent to those of the traditional teacher training institutions in Nigeria and beyond. The use of university lecturers by NTI as centre

managers and course facilitators corroborates Akinsolu's (2010) observation that teachers are the most important factor in the effectiveness of schools and in the quality of learning.

From the foregoing, it can be observed that   input resources are very important for effective implementation of the Nigeria Certificate in Education programme by Distance Learning System of National Teachers' Institute (NTI NCE programme by DLS) not only in Rivers State, but in Nigeria at large. However, the researcher observed that a number of studies have been done on different issues and problems, which the NTI NCE programme by DLS in Rivers State have been facing, but it seems that not much evaluation research exist on the context, input, process and product component of the programme, which is critical for valid judgement and decision making on whether to continue, modify or terminate the programme in the state. Hence, there is need to carry out this evaluation research as to empirically document the present picture of the input resources of the NTI NCE programme by DLS in Rivers State.

Evaluation, according to the American Evaluation Association (AEA, 2003), involves assessing the strengths and weaknesses of programmes, policies, personnel, products and organizations to improve their effectiveness. Okpala, Onocha and Oyedeji (2012) viewed evaluation as a process of gathering valid information on attainment of educational objectives, analyzing and fashioning information to aid judgement on the effectiveness of teaching or an educational programme. Okpala, Onucha and Oyedeji however, cautioned that judgement as used in their definition is loose. This simply indicates that the target of evaluation is not for passing judgement, but to provide feedback information or empirical evidence on the effectiveness of the programme, areas that discrepancy occurred in programme implementation with reference to set objectives or minimum standard and actual performance which will aid decision making on whether to continue, improve or terminate the progarmme.

There are many models of evaluation developed by renowned evaluators and researchers to be adopted or adapted when evaluating a programme, project or product. Evaluation model is a framework which serves as a guide on which basis an evaluator can structure his/her evaluation research. Examples of some well known evaluation models include, the Countenance (Antecedent, Transaction and Output (ATO) model by Stake (1967), Discrepancy Evaluation Model by Provus (1971), Context, Input, Process and Product (CIPP) Model by Stufflebean (1971), Goal-Free Model by Scriven (1972), Four Level Evaluation Model by Kirpatrick (1959), Objective–based Evaluation Model by Tyler (1949), among others. Models of evaluation are so many. Hence, it becomes difficult sometimes for the evaluator to choose the most appropriate one (Odinko, 2014). It could be on this note that Chen (2009) argued that there is no best model to an evaluation exercise. It is therefore, suggested that the application of any evaluation model for evaluation research should be determined by the nature of the programme, project or product as well as the purpose of the study. This present study, however, adopted the Stufflebean's Context, Input, Process and Product CIPP) focusing on the input (I) component. The CIPP model serves as a system-based model for guiding evaluations of educational programmes, projects, personnel, products, institutions, and systems which the NTI NCE by DLS programme is a good example. Also, it is most suited in evaluating teacher preparation programmes because it gives a comprehensive and systematic look at different aspects of a programme (Fatima, 2010). Evaluation of the input component of the NTI NCE programme by DLS is necessary

as to ascertain whether the NTI is meeting the minimum standard provided for by the National Commission for Colleges of Education (NCCE) or not in terms of material and human resources adequacy for implementation of NCE programme by DLS in Rivers State, as well as provide empirical evidence for decision making. Unfortunately, from the forging background, it is obvious that there are scanty evaluation researches on the adequacy of input resources available for implementation of NTI NCE programme by DLS in Rivers State in recent times, hence the need for this study. The study covered the period of between five years (2013 – 2017).

Statement of the Problem

According to the National Policy on Education (NPE, 2013), the objectives of the NCE/DLS/NTI programme are to train and upgrade all qualified grade two teachers to NCE level, provide basic background for teachers who may later wish to pursue their studies at higher levels and help produce the number of teachers required for the successful implementation of the National Policy on Education. However, observations show that some employers of labour are still haboring some doubts about the adequacy of the available material and human resources for effective

implementation of the programme in Rivers State, hence they tend to demonstrate apathy in the hiring of NTI NCE graduates. Some researchers (Asodike & Jegede, 2010; Asodike & Ebong, 2012) have conducted studies on various NTI NCE courses, and resource availability in various states in Nigeria, but there seems to be death of current evaluation research that adopted the CIPP evaluation in evaluating the adequacy of the input resource available for implementation of NTI NCE by DLS programme in Rivers State, hence it is imperative to carry out this study. This study therefore, evaluated the adequacy of input resources available for implementation of Nigeria Certificate in Education programme by Distance Learning System of National Teachers' Institute in Rivers State.

Purpose of the Study

The main purpose of the study was to evaluate the adequacy of input resources available for implementation of Nigeria Certificate in Education programme by Distance Learning System of National Teachers' Institute (NTI NCE by DLS) in Rivers State. Specifically, the study sought to:

1. Ascertain the adequacy of the material resources available for the implementation of NTI NCE programme by DLS in Rivers State.
2. Ascertain the adequacy of the human resources available for the implementation of NTI NCE programme by DLS in Rivers State.

Research Questions

This study was guided by the following research questions:

1. To what extent are material resources adequately available for implementation of NTI NCE programme by DLS in Rivers State?
2. To what extent are human resources adequately available for implementation of NTI NCE programme by DLS in Rivers State?

Hypotheses

The following hypotheses were tested in this study at 0.05 level of significance:

1. There is no significant difference in the mean ratings of course facilitators and centre managers on the adequacy of the material resources available for implementation of NTI NCE programme by DLS in Rivers State.
2. There is no significant difference in the mean ratings of course facilitators and centre managers on the adequacy of the human resources available for implementation of NTI NCE programme by DLS in Rivers State.

MATERIALS AND METHODS

The study adopted the utilitarian evaluation design because the study focused on evaluating the adequacy of the input resources available for implementation of Nigeria Certificate in Education programme by distance learning system of National Teachers' Institute (NTI) in Rivers State. The particular evaluation model used in this study to accomplish the said utilitarian evaluation design is the Input component of the CIPP evaluation model developed by Stufflebeam in 1971. The Stufflebeam's CIPP evaluation model consists of four interrelated domains of evaluation namely; C = Context, I = Input, P = Process and P = Product. The population of the study consists of 258 subjects, which is made up of 244 course facilitators and 14 centre managers in the 14 accredited study centers of the NTI NCE by DLS across the three Senatorial Districts (Rivers East, Rivers South East and Rivers West) in Rivers State Rivers State (Source: NTI, Rivers State Office, 2018). The sample size for the study is 258 respondents (14 centre managers and 244 course facilitators) in Rivers State. The census sampling technique was used to select the entire course facilitators in all the 14 designated study centres in the state because their population is not large, hence they are manageable. An instrument titled: NTI NCE Programme by DLS Input Resources Rating Scale (NTI NCEPDLSIRRS) was used for data collection. The rating scale was adapted from and Osong (2014) and NCCE (2012) and restructured to suit the study. The instrument consists of three sections. Section A centered on the respondents' bio-data. Section B and C focused on the adequacy of the material and human resources utilized in implementing NTI NCE programme by distance learning system in Rivers State respectively with 26 items in all. The rating scale was prepared on a four point scale of Very Low Extent (1 mark), Low Extent (2 marks), High Extent (3 marks) and Very High Extent (4 marks). The face and content validity of the instrument was ascertained by two Educational Measurement and Evaluation experts in Rivers State University, Port Harcourt, Nigeria. The internal consistency reliability coefficient of 0.76 was obtained for the instrument using the Cronbach Alpha method. The mean and standard deviation was used to analyze the research questions at the mean cut-off mark of 2.50 and above, while One-Way ANOVA was used to

test the hypotheses at 0.05 level of significance. During the scoring, the total score was used as the index of respondents' responses.

RESULTS
Research Question 1: *To what extent are material resources adequately available for implementation of NTI NCE programme by DLS in Rivers State?*
Data for answering this research question is presented in Table 1.
Table 1: Mean and Standard Deviation of the Extent to which Material Resources are Adequately Available for Implementation of NTI NCE by DLS in Rivers State (S_1 = 258)

S/No. Material Resources	Rivers East $[n_1 = 130]$		Rivers S/East $[n_2 = 62]$		Rivers West $[n_3 = 66]$		
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	Decision
1. Classrooms	3.68	0.43	3.63	0.45	3.60	0.64	High Extent
2. Inside classroom display of public address system, cassettes, film/ video/ radio	1.55	0.73	1.74	0.93	1.61	0.71	Low Extent
3. Drinking water	1.10	0.20	1.17	0.52	1.12	0.48	Low Extent
4. Textbook on subject	3.20	0.66	3.16	0.88	3.23	0.60	High Extent
5. Duplicating machine	1.22	0.42	1.28	0.44	1.18	0.36	Low Extent
6. Office stores	2.65	0.84	3.22	0.45	2.64	0.87	High Extent
7. Power plant	1.25	0.53	1.45	0.62	1.36	0.21	Low Extent
8. Chairs and desk in the classroom	2.85	0.78	2.77	0.90	2.89	0.79	High Extent
9. Toilet system	1.29	0.52	1.30	0.39	1.32	0.47	Low Extent
10. Examination hall	3.65	0.66	3.55	0.93	3.49	0.60	High Extent
11. Library facilities, benches and stores	2.15	0.76	2.26	0.44	2.21	0.75	Low Extent
12. Computer room and machine	1.15	0.23	1.26	0.44	1.23	0.24	Low Extent
13. Liboratory size 10x8 and 12x9 square	1.21	0.21	1.27	0.45	1.30	0.32	Low Extent
14. Black board and white board	2.90	0.59	3.02	0.48	2.96	0.49	High Extent
15. Sporting facilities (football pitch)	1.41	0.52	1.61	0.33	1.54	0.44	Low Extent
16. Integrated science facilities	1.54	0.38	1.58	0.47	1.60	0.51	Low Extent
Grand Mean & SD	**2.05**	**0.53**	**2.14**	**0.57**	**2.08**	**0.53**	**Low Extent**

*Note: * S_1 is the total sample of centre managers and course facilitators*

*   * n_2 and n_3 are the sub-samples of centre managers and facilitators for Rivers East,*

*   Rivers South East and Rivers West respectively*
Source: Field Data, 2019.

Table 1 shows the item by item mean scores of respondents (centre managers and course facilitators) from Rivers East, Rivers South East and Rivers West Senatorial Districts respectively on the extent to which material resources are adequately available for the implementation of the NTI NCE by DLS programme in Rivers State. From the results in Table 1 above, it can be observed that the mean scores ($\bar{X}$) of the respondents (centre managers and course facilitators) from the study centres in Rivers East, Rivers South East and Rivers West Senatorial Districts on items 1, 4, 6, 8, 10 and 14 are 3.68, 3.63, 3.60 for item 1; 3.20, 3.16, 3.23 for item 4; 2.65, 3.22, 2.64 for item 6; 2.85, 2.77, 2.89 for item 8; 3.65, 3.55, 3.49 for item 10 and 2.90, 3.02, 2.96 for item 14 respectively and are all higher than the acceptable mean score of 2.50 and above set by the researcher meaning that the materials are adequately available. This shows that classrooms, textbook on subjects, office stores, chairs and desks, examination hall and blackboard/white board are adequately available for the implementation of the NCE by DLS programme in Rivers State. However, results in Table 1 also revealed that the mean scores ($\bar{X}$) of respondents from the study centres in Rivers East, Rivers South East and Rivers West Senatorial Districts on items 2, 3, 5, 7, 9, 11, 12, 13, 15 and 16 are: 1.55, 1.74, 1.61 for item 2;

1.10, 1.17, 1.12 for item 3; 1.22, 1.25, 1.18 for item 5; 1.25, 1.45, 1.36 for item 7; 1.29, 1.30, 1.32 for item 9; 2.15, 2.26, 2.21 for item 11; 1.15, 1.26, 1.23 for item 12, 1.21, 1.27, 1.30 for item 13; 21.41, 1.61, 1.54 for item 15 and 1.54, 1.58, 1.60 for item 16 respectively and are all below the acceptable mean score of 2.50 and above set by the researcher. This shows that inside classroom display of public address system, cassettes, film/videos/radio, drinking water, duplicating machine, power plant, toilet system, library facilities, computer room/ machine, laboratory size 10x8 and 12x9 square, sporting facilities (football pitch) and integrated science facilities are not adequately available for the implementation of the Nigeria Certificate in Education programme by distance learning system of National Teachers' Institute in Rivers state. With the grand mean and standard deviation scores of 2.05 (0.53), 2.14 (0.57) and 2.08 (0.53) for respondents from study centres in Rivers East, Rivers South East and Rivers West respectively on the items which are below the acceptable mean score (2.50), it could be deduced that material resources are not adequately available for the implementation of NTI NCE programme by DLS in Rivers State.

Research Question 2: *To what extent are human resources adequately available for implementation of NTI NCE programme by DLS in Rivers State?*

Data for answering this research question is presented in Table 2

Table 2: Mean and Standard Deviation on the Extent to which Human Resources are Adequately Available for Implementation of NTI NCE Programme by DLS in Rivers State ($S_1 = 258$)

S/N	Human Resources	Rivers East $[n_1 = 130]$		Rivers S/East $[n_2 = 62]$		Rivers West $[n_3 = 66]$		
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	Decision
17.	Centre supervisor	3.01	0.80	3.32	0.53	3.20	0.50	High Extent
18.	Public executive officer (PEO)	1.57	0.63	1.69	0.47	1.70	0.61	Low Extent
19.	Examination officer/supervisor	2.88	0.61	2.68	0.45	2.75	0.48	High Extent
20.	Support staff for each centre (typist, secretary, clerk, computer operator)	1.93	0.67	1.78	0.71	1.60	0.50	Low Extent
21.	Continuous assessment officers	2.64	0.68	3.10	0.42	2.97	0.25	High Extent
22.	Supporting staff for laboratory (laboratory technologist, technician, assistant, workshop assistance and cleaner)	1.97	1.09	1.82	0.94	1.67	0.75	Low Extent
23.	General course staff/ lecturers (PES, ENG, GSE)	3.38	0.47	3.43	0.47	3.32	0.83	High Extent
24.	Integrated science lecturer staff (physics, bio chemistry, mathematics, agric science, etc)	3.23	0.93	3.18	0.62	3.32	0.47	High Extent
25.	Course facilitators with laptop (computer literate lecturers)	1.54	0.84	1.65	0.83	1.73	0.65	Low Extent
	Grand Mean & SD	**2.55**	**0.72**	**2.59**	**0.59**	**2.54**	**0.57**	**High Extent**

Note: * S_1 is the total sample of centre managers and course facilitators,

* n_1 n_2 and n_3 are the sub-samples of centre managers and facilitators for Rivers

East, Rivers South East and Rivers West respectively,

Source: Field Data, 2019.

Table 2 shows the item by item mean scores of respondents (centre managers and course facilitators) from Rivers East, Rivers South East and Rivers West senatorial zones respectively on the adequacy of human resources used in the implementation of NTI NCE by DLS programme in Rivers State.

From the results in table 2 above, it can be observed that the mean scores $(\bar{X})$ of respondents (centre managers and course facilitators) from the study centres in Rivers East, Rivers South East and Rivers West senatorial zones on items 1, 2, 4, 6, 8 and 9 are 3.32, 3.28, 3.14 for item 1; 3.01, 3.32, 3.20 for item 2; 2.88, 2.68, 2.75 for item 4; 2.64, 3.10, 2.97 for item 6; 3.38, 3.43, 3.32 for item 8 and 3.23, 3.18, 3.32 for item 9 respectively and are higher than the acceptable mean score of 2.50 and above set by the researcher, which indicates that head of department, centre supervisor, examination officer/supervisor, continuous assessment officers, general course staff/lecturers (PES, ENG, GSE) and integrated science lecturer staff are to a high extent, adequately available at the study centres in Rivers State. It was also observed from Table 2 above that the mean scores $(\bar{X})$ of centre managers and course facilitators from the study centres in Rivers East, Rivers South East and Rivers West senatorial zones on items 3, 5, 7 and 10 are 1.57, 1.69, 1.70 for item 3; 1.93, 1.78, 1.60 for item 5; 1.97, 1.82, 1.67 for item 7 and 1.54, 1.65, 1.73 for item 10 respectively and are below the acceptable mean score of 2.50 and above, which implies that public executive officer (PEO), support staff for each centre (typist, secretary, clerk, computer operator), supporting staff for laboratory (laboratory technologist, technician, assistant, workshop assistance and cleaner) and course facilitators with laptop (computer literate lecturers) are not adequately available for the implementation of the NTI NCE programme by distance learning system in Rivers State. With the grand mean and standard deviation scores of 2.55 (0.72), 2.59 (0.59) and 2.54 (0.57) for respondents from study centres in Rivers East, Rivers South East and Rivers West respectively on the items which are all above the acceptable mean score of 2.50, it could therefore, be concluded that human resources are adequately available for the implementation of NTI NCE programme by DLS in Rivers State. This indicates that NTI meets the required minimum standards of the NCCE for implementation of NTI NCE programme by DLS in Rivers State in terms of availability of human resources for implementation of NTI NCE programme by DLS in Rivers State.

Hypothesis Testing
Hypothesis 1: There is no significant difference in the mean ratings of course facilitators and centre managers on the adequacy of the available material resources utilized for the implementation of NTI NCE programme by DLS in Rivers State.

Table 4.9: One-Way ANOVA of the Mean Ratings of Course Facilitators and Centre Managers on the Adequacy of the Available Material Resources Utilized in Implementing NTI NCE Programme by DLS System in Rivers State

Source	Sum of Squares	df	Mean Square	F-Cal	F-Crit	α	Decision
Between Groups	.535	2	.268	.357	3.014	0.05	NS
Within Groups	191.379	255	.751				
Total	191.914	257					

NS = Not Significant at 0.05 level of significance

Table 3 presents the results of One-Way Analysis of Variance (One-Way ANOVA) of the mean ratings of course facilitators and centre managers on the adequacy of the available material resources utilized in implementing NTI NCE programme by DLS in Rivers State. From the results in Table 3 above, it can be observed that at 0.05 significance level and degrees of freedom (2, 255), F-Cal value = 0.357 and F-Crit value = 3.014. Since the F-Cal value (0.357) is less than the F-Crit value (3.014) at 0.05 level of significance, the hypothesis 1 is therefore, accepted. This implies that there is no significant difference in the mean ratings of course facilitators and centre managers on the adequacy of the available material resources used in implementing NTI NCE programme by DLS in Rivers State.

Hypothesis 2: There is no significant difference in the mean ratings of course facilitators and centre managers on the adequacy of the available human resources utilized for the implementation of NTI NCE programme by DLS in Rivers State.

Table 4: One-Way ANOVA of the Mean Ratings of Course Facilitators and
Centre Managers on the Adequacy of Available Human Resources
Utilized in Implementing NTI NCE Programme by DLS in Rivers State

Source	Sum of Squares	df	Mean Square	F-Cal	F-Crit	α	Decision
Between Groups	.236	2	.118	.251	3.014	0.05	NS
Within Groups	119.814	255	.470				
Total	120.050	257					

NS = Not Significant at 0.05level of significance

Table 4 presents the results of One-Way Analysis of Variance (One-Way ANOVA) of the mean ratings of course facilitators and centre managers on the adequacy of the available human resources utilized in implementing NTI NCE programme by DLS in Rivers State. From the results in Table 4 above, it can be observed that at 0.05 significance level and degrees of freedom (2, 255), F-Cal value = 0.251 and F-Crit value = 3.014. Since the F-Cal value (0.251) is less than the F-Crit value (3.014) at 0.05 significance level (F-Cal $_{(2, 255)}$ = 0.251 < F-Crit = 3.014, the null hypothesis 3 is therefore, accepted. This implies that there is no significant difference in the mean ratings of course facilitators and centre managers on the adequacy of the available human resources utilized in implementing NTI NCE by DLS programme in Rivers State.

DISCUSSION
The results in Table 1 indicated that material resources are not adequately available for implementation of the NTI NCE programme by DLS in Rivers State, which implies that NTI do not meet the required minimum standards of the NCCE in terms of availability of material resources for the implementation of NCE programme by DLS in Rivers State. Table 3 showed that there is no significant difference in the mean ratings of course facilitators and centre managers on the adequacy of the available material resources used for implementation of NTI NCE by programme DLS in Rivers State (F-Cal = 0.357 < F-Crit = 3.014). To lay support to the finding of this study, Yaya (2011) who conducted a study on the tutorial support of the National Teachers Institutes' NCE by Distance Learning with the aims of ascertaining the levels of competences of the personnel involved in tutorials support services, availability of materials and their accessibility, adequacy and utilization, and the problems facing the performance of tutorial support roles revealed that most of the study centres (60%) had most (over 50%) of the tutorial support materials listed and had access to even more, but the materials were never used or only sparingly used for tutorial support. In contrary, Asodike and Ebong (2012) found that print media (modules) used for instructional delivery were available, adequate and relevant to the demands of the programme. Obasi and Akuchie (2014) reiterated that access to library, counseling and other educational resources and services should be an integral part of the educational experience of distance learners. Data in Table 2 and Table 4 revealed that human resources are adequately available for implementation of NTI NCE programme by DLS in Rivers State, which implies that NTI meets the required minimum standards of the NCCE in terms of adequacy of human resources available for implementation of the NCE programme by DLS in Rivers State. Results of hypothesis 2 as showed that there is no significant difference in the mean ratings of course facilitators and centre managers on the adequacy of the available human resources used for the implementation of the NTI NCE programme by DLS in Rivers State. In agreement with thre finding, Osong (2014) reported that the NTI centres are adequately staff for implementing the NCE programme by distance learning system in Cross Rivers State.

CONCLUSION
From the findings of the study, it can be observed that the National Teachers' Institute has not fared well in terms of adequate provision of material resources such as laboratory facilities, integrated science facilities, computer and e-library facilities, wireless communication devices and audio

conferencing at the various study centres, which are vital for effective implementation of the NTI NCE programme by DLS and enhancement of quality of teachers produced in Rivers State. It can therefore, be concluded that with improvement in the provision of vital educational resources (material and human) and full utilization of ICT facilities, NTI NCE programme by DLS would be better in both the implementation process and the quality of the products (NTI NCE teachers). Thus, the institute could regain its public trust over time with its resultant effect of high demand for the NTI NCE graduates by employers of labour.

RECOMMENDATIONS
Based on the findings of this study, the following recommendations are made:
1. Basic educational material resources/ facilities such as laboratory and integrated science facilities, and instructional resources should be adequately provided at the study centres to enhance face-to-face tutorials.
2. There should be an improvement in the human resource strength of the institute through adequate provision of learner and staff supporting personnels at the study centres for effective implementation of the programme.

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