

## TEACHERS' CHARACTERISTICS AND QUALITY DELIVERY FOR REBUILDING TRUST IN NOMADIC EDUCATION PROGRAMME IN PLATEAU STATE, NIGERIA

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### **Abstract**

The study investigated the relationship between teachers' characteristics and quality delivery for rebuilding trust in nomadic education programme in plateau state, Nigeria. A descriptive survey research design was adopted for the study. The population for the study was 1000 respondents which comprised of the head teachers, teachers, parent teachers association executives and prefects in all the 85 nomadic primary schools in the state. A representative sample of 450 respondents were selected for the study using purposive sampling techniques. Two research questions and one hypothesis was generated to guide the study. A self-designed instrument tagged Teachers' characteristics and quality delivery for rebuilding trust questionnaire (TCQDRQ) was used for the data collection. The instrument was validated by the three experts in educational management and research test and measurement. The reliability index of 0.72 was tested using Cronbach Alpha reliability method. Descriptive statistics like mean and standard deviation was used to answer all the research questions while inferential statistics of Pearson product moment correlation statistics was used to test all the hypotheses at 0.05 significance . The findings however revealed that teachers' characteristics like qualifications, experiences, interpersonal relations and methodical have significant relationship with quality delivery indicators for Nomadic education programme in plateau state, Nigeria which aid rebuilding trust in the programme in the state. It was recommended among others that the training and retraining of the Nomadic Education should be the responsibility of the entire specialist.

**Keywords:** Nomadic Education, Quality Delivery, Rebuilding trust, Teachers characteristics and Quality Delivery.

### **Introduction**

Education is an effective instrument for sustainable national development in every Nation. No Nation that toy with the educational provision can be ranked high among the developed nations at the global level (Ogundele, 2008). It should be noted that no Nation can achieve her goals without being blessed by higher caliber of features because no nation can be high above the level of her teachers. According to Ibrahim (2006), teachers quality can be defined as the degree of the traits, variables and basic requirements which the teachers possess for efficiency and effectiveness of the job performance. However the basic traits include skills, knowledge, attitudes

,qualifications, interest, pedagogical skills, among others that are reflected in the job performance and towards achieving the educational goals for the society. However, the basic teachers characteristics that reflects in the and quality demanded of teachers are teaching qualification, years of experience, length of training and teachers interpersonal relationship with the students, colleagues and community members. These characteristic therefore have significant relationship with the quality delivery indicators of educational system of Nigeria. According to Adewumi (2007), It should be noted that the general educational system operation failed to achieve her predetermined goals. The failure however made the educational system to lose her academic integrity among the stakeholders in the public. This is to say that the society have lost trust-in the educational system due to the failure to achieve her pre-determined goals. The societal loss of trust in educational system had resulted to the problems of out of school children, nomadic, Girls child, Alimajiri, vulnerable children all which had put the Nigerian education, into the disadvantage groups. The perpetration of these disadvantaged groups in the society resulted into the relegation of the academic integrity of the education.

However, in order to rebuild the trusts in Nigerian education, the federal Republic of Nigeria (2013) established relevant education to cater for the educationally disadvantaged groups in Nigeria. The Federal Republic of Nigeria also employed relevant teachers to teach and train each of the disadvantaged groups. The basis for this study is to find out the caliber of teachers, the quality and characteristics of the teachers that are used in the teaching of nomadic education, whether teachers in the nomadic school will aid quality delivery that can help in rebuilding trusts in the nomadic education in Nigeria. The basis for the study is that with the available calibre of the teachers employed for the Nomadic Education in Plateau State, Nigeria, is there any trust in the academic integrity of Nomadic Education Teachers. Therefore, the rationale for this study is to examine the influence of teachers' characteristics on quality delivery towards rebuilding trust in nomadic education programme in Nigeria.

### **Statement of the Problem**

In the recent time, the need for access, equality, justices, fairness and quality in Nigerian education had become issues of concern. However due to the high problem that impade goals achievement of Nigerian education. The problems therefore relegated the integrity and trusts in the academic integrity of the different levels of educational system including Nomadic Education. The problem is that the Nigerian nomadic education recently caught the attention of the government and general public towards developing equal educational opportunities in Nigeria. What then will be accorded integrity in the nomadic education programme and what will be the characteristics of the teachers used in the nomadic education in Plateau state, Nigeria and whether the caliber of teachers used for the teaching-learning process will aid quality delivery which will in turn help in rebuilding trusts in the academic integrity of nomadic education especially in Plateau State, Nigeria.

### **Objectives of the Study**

The study aims at investigating the influence of teachers characteristics on quality delivery for rebuilding trust in the academic integrity the nomadic education programme in Plateau state, Nigeria. However, the specific objectives of the study are to:

1. Determine the influence of the teachers characteristics indices on the quality delivery of nomadic education programme in Plateau state.
2. Examine the problems militating against teachers rebuilding trust-in the academic integrity of the nomadic education programme in Plateau state Nigeria.

### Research Questions

The following research questions were raised to guide the study.

1. To what extent do the teachers characteristics influence quality delivery for rebuilding trust in nomadic education programme in Plateau state.
2. What are the problems militating against teachers rebuilding trust-in the academic integrity of the nomadic education programme in Plateau state Nigeria?.

### Null Hypothesis

The hypothesis formulated for the study was tested at 0.05 significant level.

Ho<sub>1</sub>: There is no significant influence of teachers characteristics on quality delivery for rebuilding trusts in Nomadic Education programme in Plateau state, Nigeria

### Methodology

The study adopted a descriptive delivery survey research. The population for the study comprised heads of Nomadic education teachers, the student, prefects and all the Zonal supervisors at the universal basic education offices total 1000 respondents ,out of which 450 respondents were sampled using stratified random sampling technique. The instrument tagged teachers characteristics for Quality Delivery Questionnaire (TECQDQ) was used for data collection. The instrument was validated by three experts in research, tests and measurement and educational management. The reliability of the instrument was tested using cronbach Alpha reliability method; which yielded an index of .72 The index therefore showed that the instrument was reliable for use. The research questions were answered using descriptive statistics of mean and standard deviation at the benchmark decision of  $\pm 2.50$  while t-test statistics was used to test the hypothesis at .05 significance level.

### Result

**Research Question 1:** To what extent do the teachers’ characteristics influence the quality delivery for building trust in the academic integrity of Nomadic education in plateau state, Nigeria.

**Table 1:** Teachers’ characteristics on quality delivery for rebuilding trusts in the academic integrity of Nomadic education in plateau state; Nigeria.

S/N	Statement	$\bar{X}$	SD	Decision
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1.	Teachers are recruited based on normal qualification standard for nomadic schools.	15.42	2.72	Agreed
2.	There is interpersonal relationship among the nomadic and teachers in their community.	11.49	2.68	Agreed
3.	The nomadic teachers process methodologies in their teaching.	12.87	2.56	Agreed
4.	The appointment of teachers is based on their year experience	18.56	3.62	Agreed
5.	The nomadic education teachers always work towards goals achievement	11.72	2.43	Disagreed
6.	The nomadic education teachers always encourage parental patronages to schooling	10.58	2.36	Disagreed
7.	The nomads have accorded trust in the teachers because of their relevant skills possessed	10.83	2.28	Disagreed
8.	All the nomadic education teachers are registered with teachers registration council of Nigeria	18.67	3.77	Agreed
9.	The nomadic education teachers are ICT compliance	10.24	2.11	Disagreed
10.	Teachers' acquired the relevant skills during their length of training	14.66	2.57	Agreed
Average mean score and standard deviation		13.50	2.71	Agreed

Table 1 above shows that the extent to which the teachers characteristics influence the quality delivery towards rebuilding trusts in the academic integrity of Nomadic education is low.

**Research Question 2:** what are the problems militating against teachers in rebuilding trusts in academic integrity of Nomadic education programme in Plateau State, Nigeria?

**Table 2:** Problems militating against teachers in rebuilding trusts in academic integrity of the nomadic education programme In Plateau State, Nigeria.

S/N	Statements	$\bar{X}$	SD	Decision
1.	Low status accorded teaching profession	16.77	3.11	Agreed
2.	Poor salary and remunerators affect nomadic education teachers	18.32	2.10	Disagreed
3.	Poor nomads attitudes and interest to education affect nomadic education teachers in plateau state	14.38	2.78	Agreed
4.	Nearest neighbour analysis of nomadic schools are so high which affect delivery	18.56	2.81	Agreed
5.	Teachers are not accorded high recognition in the society which affect the integrity of nomadic education teachers.	14.79	3.21	Agreed
<b>Average aggregate mean</b>		<b>16.56</b>		<b>Agreed</b>

Table 2 shows that the problems militating against having trust in Nomadic education in Nigeria are societal influence poor teachers status, the attitude of nomadic towards education and the scatterdness of the nomadic education have negative influence on the spread and patronage of Nomadic education program.

### Null Hypothesis

**Ho<sub>1</sub>:** There is no significance influence of teachers characteristics on quality between teachers characteristics and quality delivery for rebuilding trust in the academic integrity of Nomadic education in Plateau State, Nigeria.

**Table 3:** Teachers characteristic and quality delivery for rebuilding trust in the academic integrity of nomadic education in plateau state.

Variables	n	$\bar{X}$	SD	Df	t-cal	t-crit	Decision
Teachers' characteristics	600	18.7	3.24	599	261	198	Ho <sub>1</sub> Rejected
Quality delivery	600	12.4	2.86				

Table 3 showed that the t-calculated value of 261 is greater than the t-critical 198 at the degree of freedom of 599 and tested at 0.05 significance level. Hence the null hypothesis which stated that there is no significant influence of teachers; characteristics on quality delivery for rebuilding trust in the integrity of Nomadic education in Plateau State is however rejected. It means that teachers' characteristics have significant influence on the effectiveness and efficient quality delivery of the nomadic education in plateau state.

### Discussion of Findings

Table 1 above shows that the extent to which the teachers' characteristics influence the quality delivery towards rebuilding trusts in the academic integrity of Nomadic education is low. This is because an average score of 2.71 agreed with the fact. However the teachers experience, qualifications, pedagogits and teacher compliance to the ICT does not really influence the pupils interest, the parental patronage and the Nomads attitudes to education. The attitudes of the parents and the students affect the trust that the public have on the integrity of the nomadic education programme in Nigeria. The result is however negate the study graduated by Sofoluwe, Ogundele and Oduwaye (2015) which noted that the socio-economic crises in Nigeria constitute more threat to the goals achievement of Nomadic education in Nigeria, while Adeogun (2014) also noted that how resource allocations and utilization affect effective good achivent of Nomadic education. However, the finding shows that the teachers characteristics coupled with

Table 2 shows that the respondents generally agreed that the problems militating against having trust in Nomadic education in Nigeria are societal influence poor teachers status, the attitude of nomadic towards education and the scatterdness of the nomadic education have negative influence on the spread and patronage of Nomadic education program. However the problem lead to the high degree of mistrust in the nomadic education programme. According to Oke, Ogundele and Manomia (2016); Sanusi (2019) and Olorunmola (2014) that the trust in nomads is on the Islamic education which help in the production of total numbers of the children the parents cannot take care of the problems lead to quick intiuition to the insurgence and Almagiri problems

Table 3 showed that the calculated t-value of 261 is greater than the critical value 198 at the degree of freedom of 599 and tested at 0.05 significance level and with the mean score of

.18.73 and 12.44 and at the standard deviation of 3.24 and 2.86. Hence the null hypothesis which stated that there is no significant influence of teachers; characteristics and quality delivery for rebuilding trust in the integrity of Nomadic education in Plateau State is however rejected. It means that teachers' characteristics have significant influence on the effectiveness and efficient quality delivery of the nomadic education in plateau state.

. The result is therefore in line with the study of Etejere, Ogundele and Ogunniyi (2019) which noted that there are effective physical and human resources in the Nomadic education programme and that the resources are efficiently utilized which enhance quality assurance in the programme of nomadic education. However, the federal and state government help in the training, retraining and certification of help in rebuilding trust in the academic in plateau state, Nigeria.

### **Conclusion**

Based on the data collected and analysis made the findings revealed that the nomadic education programme had accorded low integrity and trusts accorded the programme was also low. However, the findings revealed that with the qualified teachers and high calibre of teachers used in the service delivery of the programmes, in plateau state, Nigeria, the members of the society and stakeholders had accorded hope and trust in the academic integrity of the Nomadic education programme in plateau state Nigeria.

### **Recommendations**

Based on the data collected, the findings of the study and the conclusion made, the following recommendations were proffered.

1. Nomadic education teachers need to be trained and retrained through conference, workshops, inservice training and seminars. The training received will help to build their capacity for the teaching learning processes that will help in rebuilding trust in the academic integrity of Nomadic education programme in plateau state.
2. There is the need to provide all necessary working tools that will complement all the efforts of the nomadic education teachers for the teaching and learning process in the state.
3. There is the need for the public campaign on education provision and acquisition for the nomads. The efforts will qualified teachers for service delivery for enhancing trust in the academic integrity of nomadic education programme in plateau state, Nigeria.
4. Nomadic education teachers should be adequately motivated by ways of salaries, conclusive working environment, collegial supervision, interpersonal relationship, satisfactions and effort that will aid trusts in the academic integrity of the nomadic education programme in plateau state, Nigeria.

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