

STAKEHOLDERS' INVOLVEMENT AND QUALITY ASSURANCE OF NATIONAL TEACHERS INSTITUTE PROGRAMME IN NIGERIA

OGUNDELE, Michael Olarewaju (Ph.D)
Department of Education Foundations
Faculty of Education
University of Jos, Nigeria
michogun63@gmail.com

ABSTRACT

The study investigated the stakeholders' involvement towards enhancing quality assurance of National Teachers' Institute programme. A descriptive survey research design of correlation type was adopted for the study. Purposive random sampling technique was used to select 750 respondents from the centre managers, course facilitators, directors of state ministries of education, principals, head teachers, traditional chiefs, registrars of tertiary institutions for the study. Three research questions and five hypotheses were used for the study. A researcher self-design instrument tagged "Stakeholder Involvement and Quality Assurance Questionnaire (SIQAQ) was validated by the experts of educational administration, test measurement and evaluation and distance education. The instrument was subjected split-half reliability method and the result was correlated using spearman ranking order statistics. The reliability index of .65 taken indicated that the instrument was reliable. All the research questions were answered using descriptive statistics such as percentages while the research hypotheses were statistically tested using Pearson product moment correlation statistics at .05 significance level. The findings of the study however show that the stakeholders are highly involved in the capacity building, finance, supervisions and monitoring and instructional facilities provisions. Recommendations are therefore made that the issues of enhancing quality assurance in National Teachers Institute programmes should not be left with the stakeholders alone but, all the private sectors, non-governmental organization, international communities, religious bodies and well-meaning Nigerians. The involvement of every citizen will complement stakeholders' involvement for enhancing quality assurance in the National Teachers Institute.

Keywords: *Stakeholders' Involvement, Quality Assurance, National Teachers Institute programme.*

INTRODUCTION

Distance education programme is not a new thing in Nigeria. The existence span over sixty years, which began with the correspondence course, of university of London, It proceeded to the self-study programme organized by Ahmadu Bello University Zaria. The importance of distance education was recognized in Nigeria, when the country first embarked on the Universal Primary Education (UPE) scheme. It was noted that the greatest challenge was the need for the qualified trained teachers that would handle teaching – learning process of the established scheme. The planners of the scheme observed that the existing graduates from the teachers training collages and colleges of education could not meet the urgent needs teachers for the programme.

In 1976, the lurching of the Universal Primary Education (UPE), lead to the expansion of primary schools students enrolment Malik (2006) estimated that about 250,000 teachers were needed, only, 180,000 teachers were available and less than 700 were qualified to teach in the schools. Federal Republic of Nigeria (1976) established however, decided to establish National Teachers Institute (NTI) with the mandate to achieve the objectives of meeting the urgent teachers need for the scheme. The mandate given therefore provided ample opportunities to use the Distance Learning System to train the needed teachers for the Universal Primary Education (UPE). Etejere and Ogundele (2008) defined distance education program as system of education which it's mode of the study separate the teachers with their students interm of direct contact time and physical facilities. Distance educations become an integral part of Nigerian educational institution. Also, distance education had also admitted larger members of students that are qualified, but was not given admission to Nigerian conventional institutions likes universities.

National Teachers' Institute (2007) stated that the institute was mandated by law to train, re-train upgrade and certificate teachers, provision of refresher courses, organize workshops, seminars, and conferences that will assist in the teachers improvement, the Institute was also mandated to conduct examinations, carry out researches that will aid educational development and foster international cooperation in the education of teachers.

In order to pursue the mandate, the National Teachers' Institute with the headquarters at Kaduna are presently undergoing different teachers training programmes such as pivotal teachers training programmes (PTTP), Nigerian Certificate of Education (NCE), Advanced Diploma Certificates in Education (ADCE), Postgraduate Diploma in Education (PGDE) and Bachelor Degree in education (BA & B.S.c) in education. All the National Teachers' Institute certificates are obtained through Distance Learning System. The aim of the National Teachers' Institute programme was to train all necessary and needed qualified teachers for the Universal Basic Education which was inaugurated on 30th September, 1999 by Olusegun Obasaugo at Kangwa square Sokoto. The educational planners, administrators and well-meaning Nigerians stated to ask intriguing questions on the quality expected with the various programmes that were put in place by institute, that whether there would be quality assurance in the teachers educational programmes being run by the National Teachers Institute. Dare (2013) described quality assurance as the systematic ways of determining the extent to which an educational system are achieving the goals by which it was established in accordance to the needs of the society. Quality assurance is therefore the systematic way of known fully that the national teachers institute programme are been run towards provision of quality teachers for the universal Basic education and Nigerian Educational system, Sherau (2012) also stated that the National Teachers' Institute in Nigeria had put in place various quality assurance mechanism such as supervision and monitoring of the programmes introduction of Centre Desk Officers (CDO) Administrative Centre Managers (ACM), integration of information and commutation technology into the system e-learning, e-registrations an installation of computer facilities into various centres in the federation. Sherau state categorically that, the institute had inculcated and integrated the stakeholders' involvement into the system so as to enhance quality assurance in the system. The stakeholders involved in the national teachers' institute staffs, representatives of ministry of education, private sectors parents, community members and principals are universal Basic Education, Teachers' representative, students representatives, tertiary institution representatives and local Government council member.

However, with the efforts of the National Teachers' Institute by putting us quality control mechanisms in place for its programmes. Is a laudable ones for enhancing is quality assurance in the NTI programs, what then are the roles of stakeholders. Involvements towards enhancing effective quality assurance in the national teachers institute and to aid quality teachers education programs in Nigeria. The rationale for this study therefore, centered on the impacts of stakeholders involvement on the quality assurance of National Teachers Institute in Nigeria.

Statement of Problem.

Many Nigerians today want quality assurance in their children education. The federal republic of Nigeria therefore called for the quality assurance in the teachers' education. As Oyedeji (2013) noted that provision of quality teachers will aid quality education and for the fact that no education quality can rise above the quality of its teachers. Teachers, is therefore a driver that drive the vehicle of educational system to a desirable destination. The problems to be investigated in the study centered on:

- Quality assurance mechanisms put in place by the national teachers institute.
- The effectiveness of the quality assurance mechanisms
- The areas of stakeholders' involvement in the national teachers institute programmes.
- The impacts of the stakeholders' involvement on the quality assurance of the National Teachers Institute in Nigerian teachers' education programmes purpose of the study.
- The main purpose of this study in to examine the impacts of stakeholders' involvement and enhancing quality assurance of National Teachers Institute in teachers' education programmes in Nigeria.

Purpose of the Study

Specifically the study investigated stakeholders involvement in enhancing the quality assurance mechanisms put in place by the National Teachers Institute for teachers' education programs in Nigeria.

- Find out the areas involvement and impacts on the National Teachers Institute programs in Nigeria.
- Proffer suggestions on other strategies that could enhance quality assurance of National Teachers' Institute programme in Nigeria.

Research questions

- The following areas questions were asked to guide the study.

RQ1: What are the press antlers of stakeholders' involvement in National Teachers Institute?

RQ2: What are the roles played by stakeholders to enhance quality assurance of the National Teachers Institute?

RQ3: What are the quality assurance mechanisms to enhance quality teachers' education in Nigeria by National Teachers Institute?

Research Hypotheses

The following hypotheses were generated for the study.

Ho₁: There is no significant relationship between stakeholders' involvement and quality assurance of National Teachers Institute in Nigeria.

Ho₂: There is no significant relationship between stakeholders' involvement in supervision and monitoring and quality assurance of National Teachers Institute Programmes.

Ho₄: There is no significant relationship between stakeholders' involvement in curriculum implementation and quality assurance of the National Teachers Institute programmes.

Ho₅: There is no significant relationship between stakeholders involvement and teacher capacity building in National Teachers Institute programmes.

Methodology

The study adopted descriptive survey of a correlation type. The study is a descriptive survey because it described the existence and areas of stakeholders' involvement toward what enhancing quality assurance in the National Teachers Institute programmes it is also a correlation type because the study examined the relationship between stakeholders' involvement and quality assurance variables as relate to the programme of National Teachers Institute. The study population comprised of the state coordinators Centres Desks Officers (CDO) Administrative Centers Managers (ACM), Course Facilitators, parents, traditional chiefs, representatives of ministry of education Nigerian Union of Teachers, (NUT), representative of principals, head teachers, community members, representative of the head of tertiary institutions, students, representatives and representative of lecturers. A total number of 750 respondents was selected for the study. Stakeholders' Involvement and Quality Assurance Questionnaire (SIQAQ) was designed to collect relevant data on the stakeholders' areas and levels of involvement and the impacts on the quality assurance variables of the National Teachers' Institute. Content and face validity of the instrument was assured through comment and criticism from the experts in educational administration, National Teachers Institute officials and Ministry of Education. Split-half reliability method was used to determine the reliability index after subjected to Spearman ranking order statistics at 0.5 significance level. The index of .65 indicating high level reliability of the instrument. All the research questions were answered using descriptive statistics such as percentages while all the research hypotheses were tested using Pearson product correlation statistics at 0.05 significance level.

RESULTS

Answers to the research questions

RQ1: What are the areas and levels of involvement of the stakeholders in the National Teachers Institute programmes?

Table 1: Areas of stakeholders' involvement in the National Teachers Institute programmes.

S/No	Statements	Agreed No	%	Disagreed No	%
1.	The stake holders assist in the supervision and monitoring the implementation of programs	570	76	180	24
2.	Reporting any anomaly found in the programme	600	80	150	20
3.	The stakeholders are involved in the capacity buildings for the facilities and teachers.	524	69.9	226	30.1
4.	All the needed finance for programme implementation are sourced by the stakeholders.	423	56.4	327	43.6
5.	Most of the curriculums are designed by the stakeholders.	395	52.7	355	47.3
6.	Infrastructural facilities utilized by she institute are negotiated by the stakeholders.	588	78.4	162	21.6
7.	Stakeholders help in the moderation of examination and test items of the institute.	536	71.5	214	28.5
8.	The stakeholders are the intermediary between the institute and government	463	61.7	287	38.3
9.	Assuring that all the materials needed get to the users on time.	422	66.3	328	43.7
10	Recommendations of the qualified course facilitators and st the institute.	511	68.1	239	31.9

Tables 1 revealed the stakeholder areas of involvement in the National Teachers Institute. However 76% of the respondents agreed that the stake holders are adequately involved in supervision and monitoring of the national teachers' institute programs Sherau (2012) charged the stakeholders to be adequately involved in the supervision and monitoring of National Teachers Institute programmes such as contact sessions, training and examinations Millennium Development Goals (MDGS) capacity buildings, training the untrained teachers, workshops, conferences and upgrading certificate for the mathematic English language, social studies, integrated science and Business Education Teachers. Also, 80% of the respondents also agreed that the stakeholders do report any anomaly discovered during the monitoring exercise to the management for rectification. 69.99% of the respondents also agreed that the management or the National Teachers Institute involved the stakeholders in the training the facilitators, and adhoc staffs. All in the interest of enhancing quality assurance in the National Teachers Institute programs. Also from the tables 56.4% of the respondents, agreed that the financial availability of the institute are negotiated by the stakeholders. The institutions, the result is in line with the findings of Yusuf (2006) which stated that the National Teachers Institutes programme are funded by the Federal Ministry of Education, students' tuition fees, project and teaching practice fees and other internally generated revenue. That stakeholder are involved in calling for financial assistance from the international bodies such as TASSA, ICWE and UNESCO all which aid effective operation of the programme quality control and assurance of the National Teachers Institutes. The e-learning conference had helped in the training of the facilitators on the use of computer aided instructions and programmes. The stakeholders had supplied the institute with the desirable instructional facilities. Furthermore 52.7% of the respondents also agreed that stakeholders helped in the curriculum design, implementation of the programme of the National Teachers Institute in Nigeria, 71.5% of the respondents agreed that the stakeholder had helped in the moderation of the examinations, assignments, and continuous assessment tests in the various centers in Nigeria. Also, 61.7% of the respondents agreed that the stakeholders served as an intermediary between the institute and the Federal Ministry of Education. The stakeholders' involvement however enhances quality control and assurance of the National Teachers Institute programme in Nigeria. Furthermore, 56.3% also agreed that all the needed materials get to right time for effective utilization centres. Finally, 68.1% agreed that the stakeholders recommend the qualified course facilitators and staffs for the approval of the National Teachers Institute.

However, According to Sherau (2012) all efforts had been made towards enhancing effective quality control and quality assurance in the National Teachers Institute programmes. Sherau further stated that the stakeholders had been empowered and adequately involved in all the aspects of the National Teachers Institute programmes. It could be witnessed that the certificate issued by the national teachers' institute are generally acceptable by the Nigerian tertiary institute and in various ministries in the country. The result of this finding was supported by the work of Etejere and Ogundele (2008) which revealed that there is no significant different between the quality of the conventional and distance education products in Nigeria that all the products performed in the same way when, they get to the fields where they are employed or studied.

RQ2: What are the roles played by the stakeholders to enhance quality assurance of National Teachers' Institute?

Tables 2: Role played by the stakeholders to enhance quality assurance of National Teachers' Institute.

S/No	Statements	Agreed		Disagreed	
		No	%	No	%
1.	They develop relevant curriculum for the institute.	555	74	195	26
2.	They sponsor most of the publications of the institute	436	58.1	314	41.9
3.	They serve as member of governing council or the institute	444	59.2	306	40.8
4.	They recommend and approve the final results of the students	524	69.9	226	40.1
5.	They source for the finance used by the institute	425	56.7	325	43.3
6.	They monitor quality control mechanism for the institute	503	67.1	247	32.9
7.	They are involved in all the institutions pedagogical approaches adopted	436	58.1	314	41.9
8.	They see to the welfare of all the institute staffs.	399	53.2	351	46.8
9.	The stakeholders supervise and see that tending leaching-learning processes take place in a conducive environment	406	54.3	344	45.9
10	They see that the NTI policy are in line with the NCCE guide line	475	63.3	275	36.7

Table 2 also, revealed the respondents opinions towards the role played by the stakeholders in enhancing quality assurance of the National Teacher's Institute. However, 74% of the respondents agreed that the stakeholders helped in developing relevant curriculum for the institute. Also, 58.1% of the respondents agreed that the stakeholders sponsor most of the publications of the institute and 59.2% also agreed that the stakeholders serve as members of the governing council of the institute furthermore 69.9% agreed to fact that the results of the final examinations of the students are subjected to the approval of the stakeholders. Also from the table 56.7% of the respondents also agreed that the financial commitments of the institute are source by the stakeholders. The table also revealed that 67.1% of the respondents' agreed that the stakeholders monitor an supervise the success of all the quality control mechanisms put in place such as examination ethics, pedagogical approach, and effective utilisation of the teaching learning facilities. 63.3% also agreed that the stakeholder monitor the national teachers institute policy implementation and ensured that virile environment is created for reaching and learning process in the centres of the institute.

RQ3: What are the quality assurance mechanisms put up by the national teachers institute?

Tables 3: Quality assurance mechanisms adopted by the national teachers institute in their operation?

S/No	Statements	No Agreed		No Disagreed	
		No	%	No	%
1.	There is examination ethics put in place by the stakeholders	524	69.9	226	30.1
2.	The National Teachers Institute operate according to the NCCE Guidance	511	68.1	239	31.9
3.	Computer aided institution was integrated into the NTI operation to ensure through distance learning system	536	71.5	214	28.5
4.	The modules are promptly and adequately supplied both in hard and soft copies.	625	83.3	125	26.7
5.	Establishment of national teachers' institute radio for enhance teaching effectiveness	446	59.5	304	40.5
6.	Course facilitators are allowed to improvised learning materials for teaching	422	56.3	328	43.7
7.	National Teachers' Institute are universities affiliated programmes	569	75.9	81	24.1
8.	There is stakeholder forum that discuss issues relating to quality as:	555	74	195	26
9.	Marking of National Teachers, Institute examination are conference marking	563	75.1	187	24.9
10	Each state organize workshops and seminars on the conc examinations, project writing and teaching practice	602	80.14	148	19.7

Table 3 showed the reactions of the respondents' towards the quality assurance control of mechanisms adopted by the National Teachers Institute in their operation. From the table therefore, 69.9% of the respondents agreed that National Teachers Institute adopted effective examination ethics which is being controlled by the stakeholders. Also the institutes operate according to the national council Colleges of Education guidelines. 71.5% the respondents also agreed that national teachers' institute Integrated computer aided instruction into their programme; for quality assurance to be enhanced, 83.3% of the respondents also agreed that modules and adequately and promptly supplied both in the hand soft copies.

Also, in order to enhance quality assurance in National Teachers Institute products, 59.5% of the respondents agreed that the institute established FM radio station at the institute village Kaduna. Also 56.3 also agreed that the course facilitators are allowed to make improvisation of the teaching – learning materials to substitute or complement materials to substitute or compliment the original ones. 75.9% of the respondents also agreed that National Teachers Institute programmes are affiliated to the conventional universities Ahamdu Bello University and later to the national Open University. 74% of the respondents also agreed that there are stakeholders' forum which discuss strategies for enhancing quality assurances of institute programme. The respondents agreed that the marking exercise of National Teachers Institute examinations is through well monitored and supervised conference marking exercise. Finally, in order to enhance quality assurance of the National Teachers Institute there are conference, workshop and seminars for the course facilitators of the institute. The result is however agreed by Ogindele and Opersinde (2012) which stated that the quality control mechanisms adopted like examination ethics, supervision and monitoring conference and workshop and e-learning and being integrated into the Nigerian distance education which enhance effective quality assurance in Nigerian distance education.

Hypotheses Testing

H0₁: There is no significant relationship between stakeholders' involvement and quality assurance of National Teachers' Institute.

Tables 4: Stakeholders' involvement and quality assurance of National Teachers' Institute.

Variables	No	\bar{x}	Sd	Df	Calculated r-value	Critical r-value	Denison
Stakeholders Involvement	750	42.36	20.48	749	.62	.195	H0 ₁ Rejected
Quality assurance	750	29.55	18.62				

Table 4 shows that, the calculated r-value of .62 is greater than the critical-r-value of .195 at the degree of freedom of 749 and tested at .05 significance level. Hence the null hypotheses which stated that there is no significant relationship between the stakeholders' involvement and quality assurance of National Teachers Institute is however rejected. The result indicates that high positive significant relationship exist between stakeholders' involvement and quality assurance of National Teachers Institute the result however is in line with the opinion of Oyedeji (2013), Owan Enoch and Bamangah (1992) and Oguridele (2008), Federal Republic of Nigeria (2004) which stated that education is a social responsibility that every member of the society should enjoy as a citizen. The authors said that education is a social responsibility that should be paid for all and sundry. That government alone cannot soldier the whole responsibility of educational provision to all the citizens. The authors however called on well-meaning Nigerians complement government efforts in the financing of education of the citizen. However, the management and staffs of the National Teachers Institute however called on the philanthropists meaning individual to come and aid the institute stakeholders are involved in the administration of the National Teachers Institute programme. Their involvement, however enhance effective quality controls and assurance in the institute programme.

H0₂: There is no significant relationship between stakeholders' involvement in supervision and monitoring and quality assurance of national teachers institute programme.

Tables 5: Stakeholders' involvement in supervision and monitoring and quality assurance of national teachers' institute programme.

Variables	No	\bar{x}	Sd	Df	Calculated r-v _a	Critical r-v _a	Denison
Stakeholders Involvement in Supervision	750	52.56	24.33	749	.59	.195	H ₀₂ Rejected
Quality assurance	750	29.55	18.62				

Tables 5: Shows that the calculated r-value of .59 is greater than the critical r-value of 195 at the degree of freedom of 749. And tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between stakeholders' involvement in the supervision and monitoring of quality assurance in National Teachers Institute is however rejected. The result means that with the constitution of the institute programme. They are involved in the monitoring and supervision of examination teaching-learning process in the classroom, marking and recording of the students scripts, the pedagogical approach in the various centres. The types of continuous assessment given, were supervised with purpose of enhancing quality assurance for the institute. The result is however supported by Sherau (2012) which stated that the stakeholder in the management of National Teachers' Institute was adequately recognized. The stakeholders are therefore charged with the responsibility of supervision and monitoring of the institute programme. Sherau however stated categorically that any report given would be adequately recognized and implemented so as to enhance effective quality assurance of the National Teachers Institute programme.

Agboola, (2007) also advocated for the effective supervision and monitoring of the Nigerian distance education in order to bring out desirable result in their products. The author however stated that the National Teachers Institute in Nigeria should involve the experts and well meaningful individually in the acts of their programme. Agboola said that if the experts are passively involved that products will be able to compete with the products of conventional institutions both within and outside the country.

Ho₃: There is no significant relationship between stakeholder holders instructional facilities provision involvement and quality assurance of National Teachers Institute programme.

Table 6: Stakeholders' instructional facilities provision involvement and quality assurance of national teachers' institute programme.

Variables	No	\bar{x}	sd	df	Calculated r-value	Critical r-value	Decision
Stakeholder Instructional Facilities involvement	740	66.32	32.46	749	.63	.195	Ho ₃ Rejected
Quality assurance	750	29.55	18.62				

Table 6 shows that the calculated r-value of .63 is greater the critical r-value of .195 at the degree of freedom of 749 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between stakeholder involvement in the provision of instructional facilities and quality assurance of National Teachers' Institute is rejected. The result indicates that high positive significant relationship between the stakeholders' involvement in the provision of instructional facilities and quality assurance of National Teachers' Institute. The result was supported by Aderinoye (1992), Dare (2013), Ogundele and Oparinde (2012) which stated there is the need for instructional facilities for effective teaching learning processes. It should be noted that the provision of the instructional facilities are therefore initiated by the stakeholders which encouraged international bodies, non-governmental organization to help the institute to provide computers, construction of institute web-site, publication of course books, the installation of information and communication technology encourage the institute to commence Computer- Based Test (CBT) examination. The results therefore aid the product certificates to be accorded high recognition among other

institutional certificates. Quality assurance and quality control there by become the bench mark for the national teachers' institute to reach in the students.

Ho4: There is no significant relationship between stakeholder curriculum implementation involvement quality assurance of National Teachers' Institute.

Table 7 Stakeholders curriculum implementation involvement and quality assurance of National Teachers' Institute.

Variables	No	\bar{x}	Sd	Df	Calculated r-value	Critical r-value	Decision
Stakeholder curriculum Involvement	750	39.22	39.22	749	.65	.195	Ho4 Rejected
Quality assurance	750	29.55	18.62				

Table 7 shows that the calculated r-value of .65 is greater than the critical r-value of .195 at the degree of freedom of .745 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between stakeholders' involvement in curriculum design and implementation and quality assurance in however rejected. It therefore means that with the stakeholders' involvement in the curriculum design and implementation and quality assurance however rejected. It therefore means that with the stakeholders involvement in the curriculum design and implementation, the stakeholder therefore see to the compheance of the curriculum designed to the National Policy on Education and they see that the curriculum is so relevant to the needs and assumption of the society. The result however is being supported by Moddibbo (2004) which stated that National Teachers' Institute programme was designed to meet the demand for Nigerian education system. Modibbo noted that the members of stakeholders put in place are those that know much about educational curriculum so as to see to the effective implementation of the institute curriculum towards enhance quality assurance in the programmers; Modibbo, however noted that when the curriculum is well design and implemented, quality teachers will be produced and quality teachers are the major key for enhancing quality assurance in the teachers education programme of the National Teachers Institute. Fatimyin (2010) also noted that the curriculum of National Teachers Institute was so designed to meet the education needs of the street children handicapped children, adults and nomads. The authors supported that the stakeholders are playing significant role in the monitoring of the programmes of the National Teachers' Institute.

Ho5: There is no significant relationship between stakeholders' capacity buildings involvement and quality assurance of National Teachers' Institute.

Table 8: Stakeholders' capacity buildings involvement and quality assurance of National Teachers Institute.

Variables	No	\bar{x}	sd	df	Calculated r-value	Critical r-value	Decision
Stakeholder capacity building Involvement	750	56.88	41.32	749	.66	.195	H05 Rejected
Quality assurance	750	29.5	18.62				

Table 8 reveals that the calculated r-value of .66 is greater than the critical r-value of .195 at degree of freedom of 749 and tested at .05 significance level. The result however shows that high positive significant relationship exists between stakeholders' capacity building involvement and the quality assurance of national teachers' institute. It means that the National Teachers' Institutes really involve the stakeholders in all aspects of training, retraining and certification of teachers. As Ogundele and Odunaje (2012) rightly said that no matter how brilliant or experts individual are, there are still other areas that are need to be developed. It should be noted that the National Teachers Institute involve the stakeholders in the training retraining and upgrading of teachers and their facilitators in order to build their capacities and capabilities on the jobs for the institute and other educational institutions in Nigeria.

CONCLUSION

The result of the analysis however shows that the stakeholders are greatly involved in the program supervision and monitoring provision of instructional and capacity building programmes. Their involvement in conjunction with the governmental bodies made the National Teachers Institute to adopt series of quality assurance mechanisms in their programmes towards enhancing quality of their products certificates such areas of involvement are training. Curriculum development monitoring and supervisor all which and quality assurance of National Teachers Institutes.

Recommendations

The following recommendations are made towards enhancing quality assurance in National Teachers Institute.

Quality control and assurance of national teachers' institute are joint responsibility of all. Every efforts made by the individual in Nigeria in enhancing quality assurance of the National Teachers' Institute would complement stakeholders involvement in the institute

Establishing a strong administrative centre managers' forum in the National Teachers Institute to discuss and seek to provide a any anomaly or an impediment to quality control and assurance of national teachers institute.

Equitable ranking of the lecturers of National Teachers Institute with the lecturers in the conventional institutions. All the course facilitators showed be evaluated through quality results, research publication and constant success rate in their products.

Curriculum development should be compliance the university and college of education commissions.

Stakeholder should liaise with the national, non-governmental originations and international to come to the aid of national teachers institute in the provisions of essential facilities for the institute.

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