

**COMMERCIALIZATION OF EDUCATION IN NIGERIA: CAUSES AND  
CONSEQUENCES FOR EDUCATIONAL MANAGEMENT IN A  
DISTRESSED ECONOMY**

*Dr. Chukwuemeka Joseph Chukwu*  
Department of Educational Foundations,  
University of Nigeria, Nsukka,  
Enugu State.

*And*

*Dr. Evelyn Ijeoma Ezepue*  
Department of Educational Foundations,  
University of Nigeria, Nsukka,  
Enugu State.

**Abstract**

*The study examined Commercialization of Education in Nigeria: Causes and Consequences for Educational Management in a Distressed Economy. The study outlined three objectives, three research questions and three statements of hypotheses. Descriptive survey research was adopted by the study. The target population for the study comprised of 25,976 lecturers in the faculty of education across the five states universities in South-East, Nigeria. A sample size for this study was 2,507 respondents selected through stratified and multi-stage random sampling techniques across the faculties of education in five states universities in South-East, Nigeria. Questionnaire was used for data collection. The instrument was face validated by two lecturers in the department of Educational Foundations, University of Nigeria Nsukka. The Pearson's Product Moment Correlation Coefficient Statistic was used to obtain the reliability index of .84, which was considered adequate for the study. Data analysis was by SPSS version 16 using frequency distributions, mean scores, pooled mean and standard deviation (SD) while the hypotheses were tested using Z-Test statistics at 0.05 level of significance. The study found that Nigerian education is faced with rising commercialization of education. The study identified reasons for commercialization in education to include decreasing availability of education, insufficient financing, bureaucracy, corruption in the educational process, and problems relating to the quality and qualifications of personnel: more specifically, the results indicates that the factors identified constitute causes of commercialization of education in Nigeria, that the consequences of education are far reaching for educational accountability and management in Nigeria, and that adoptions of effective measures will help to enhance commercialization of education in Nigeria. The study concluded on the imperative of ensuring effective control measures to ensure effective accountability and management; giving that commercialization has come to stay despite its shortcomings. It is therefore incumbent on the government through its relevant agencies to set minimum standards for effective service delivery and quality assurance.*

**Keywords:** Commercialization, Education, Nigeria, Educational Management, Distressed Economy

---

*Journal of Teacher Perspective, Volume 13 No. 1, November, 2018: ISSN 2006-0173*

Education may be defined as the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life; Dictionary.com (2015). Farooq (2012) suggests that education is a process in which and by which the knowledge, characters and behaviour of human beings are shaped and moulded. The purpose of education, according to Dewey (1934), has always been to give the young the things they need in order to develop in an orderly, sequential way into useful members of society. King (1948) opined that the function of education is to teach one to think intensively and critically. He however argued that education which stops with efficiency may prove the greatest menace to society because the most dangerous criminal may be the man gifted with reason but no morals. According to Fooshay (1991) cited in Farooq (2012), the continuing purpose of education, since ancient times, has been to bring people to as full a realization as possible of what it is to be human being. He further argues that education is meant to develop the intellect to serve social needs, to contribute to the economy, to create an effective workforce, to prepare students for a job or a career and to promote a particular social or political system.

In the Universal Declaration of Human Rights (1948), it is stated that everyone has a right to education and that education shall be free and compulsory, at least in the elementary and fundamental

stages. It is also stated that technical and professional education shall be equally accessible to all on the basis of merit. To underscore the importance of education, world leaders in 2000 adopted as goal number 2 among the Millennium Development Goals a target to achieve universal primary education for all by the year 2015; Millennium Project (2006).

Although it can be argued that education is for the common good and its cost should be borne by the government for the common benefit of society, the trend all over the world is that it has been increasingly commercialized in recent times. In China for instance, according to Tao, Berci & Wayne (2015), commercialisation of education has been a fairly recent trend in China which has manifested itself in mushrooming private schools at different levels. The authors argue that commercialisation of education is running against the cultural tradition where education was not for profit and was designed to create opportunities for upward social mobility for those who aspire. However, according to the authors, the current commercialized education seems to be money oriented and may block opportunities for many poor people.

Similarly, Kuehn (2003) argues that while education is expected to be funded by government and accessible to all, there are increasing cases of commercialisation in the American education system which has led to a situation where only those who can afford to pay to access education. Schrum (2002) argues that commercialisation in education in the United States of America has been

influenced by the perceived reduction in the funding of educational institutions in a time of rising costs and expectations. This has led to schools being asked to find their own funding which has turned school administrators into fundraisers. Another aspect of commercialisation is the involvement of business corporations which have invaded schools with advertising schemes disguised as funding for the schools in the form of advertising in schools buses, sponsorship of school sports activities etc.

Writing about commercialisation of education in India, Tejawasi (2010), argues that education was always something that was driven by devotion and thought, a situation that has changed with the advent of commercialisation. He argues that the current commercial education system manufactures solipsists but does not nurture altruists and as a result India has become a dirt pool where educational institutions proliferate like mushrooms many of which have become clubs for incompetent youngsters. It is also argued that the commercialized brand of education has affected the teaching profession by making people to view the profession as just another job which pays and feeds them. Consequently, many leaders have developed indifference towards their jobs juxtaposed with demands of money-mongering institutions that they work in.

Shyam Sahu (2013) argues that education, as provided for in various constitutions and international conventions is supposed to be a fundamental human right that should be the responsibility of

government. However, in many parts of the world, government's share in overall education expenditure has gone down drastically. In India for example, government expenditure which was 80% in 1983 had gone down to 67% in 1999 and currently stands at 54%. At the same time, private expenditure has increased by 11 times in the last 15 years and commercialisation of education has led to the sale of the education services with a profit motive at the expense of quality.

On the effect of commercialisation of education in India, Bhatia (2014) notes that during the 90s, there were only handful students who scored more than 90% but today the situation has reversed and there are only handfuls that score less than 90%. This is because education has become a commodity and all genres of society are overly obsessed with high scores which have devalued the real essence of education. This has been as a result of over-supply of education which has led to substandard education and very limited job opportunities. Similarly, Mishra (2012) observes that students in the commercialized education system in India have been reduced to mere consumers, leaving out the millions of poor yet deserving students. The trend means that education is no longer a noble profession but a business enterprise and profit making opportunity where subjects such as Science and Mathematics assume more importance than literature or Art merely because they provide more remunerative jobs in the market. As a result, subjects and their importance is often market driven and not necessarily for the

development of the child's potential. Teachers are no longer important in decision making and advocating the best interest of the child but rather they are expected to follow the line and work for the best interest of the enterprise represented by the sponsors, trustees and managers/school owners.

Regarding the situation in Nigeria, Les-Leba (2014) notes that private investment in education will generally be driven by profit motive and if youth education is left solely in the hands of entrepreneurs, the basic right to education may only be available to the small elite class who can afford it while the majority of citizens who are financially challenged will remain uneducated and become social liabilities who may even retard wealth creation. Meanwhile, Chijioke (2014) reported that a Gambian Minister, while acknowledging the contribution of the private sector to education, had decried the commercialisation of higher education in Africa which he said was bound to compromise quality and deny the less privileged people access to higher education.

According to findings from literature, commercialization of education in Nigeria has been exacerbated by liberalization and privatization of educational institutions which was occasioned by the failure of the Government to adequately fund public education (UN Committee; 2014). According to UNICEF (2013), public spending as a percentage of Gross Domestic Product allocated to education in Nigeria was a paltry 4%. The private

sector had moved in to fill the gap and provide education to the millions who would have been left out if there were no private schools.

Another cause of commercialization of education was the deliberate government policy of liberalization which opened the doors to the private sector to establish educational institutions. Many respondents pointed out that while there were provisions on paper in the law about regulation of private educational institutions, the reality was that in practice such provisions were not strictly followed. The result is that many schools are started and run with a profit motive and the educational motive is only incidental and secondary.

Another prominent cause of commercialisation of education in Nigeria is competition for prominence by not only the private schools but also the public schools. It was mentioned by many respondents that schools and even Universities compete for prominence in order to attract media attention and enrolment which directly translates into pecuniary benefits for the school owners or managers. Another cause of commercialisation of education is the low literacy and education levels of the population. This means that many of the parents are gullible and easily taken advantage of by the school proprietors and managers. Many have no idea of what the fees they pay is spent on and what the priorities of a school should be. As a result, schools continue to charge huge amounts of fees and to rip off the unsuspecting parents.

Corruption among school owners and managers was also cited as a major contributing factor to commercialisation of education. It was mentioned that most of the expenditure was inflated in order to cater for kickbacks for the school managers. This results in school charges that are higher than they should be. As a result, parents end up spending more on the education of their children than they should. Another cause of commercialisation of education in Nigeria is ostentatious spending by parents. Many parents are attracted to expensive schools in order to show off to their peers that they can afford these schools. Some of the parents even borrow money at high interest rates just to sustain their status as people who can afford the expensive schools. The school managers on their part take advantage of this folly and continue to exploit the parents to enrich themselves.

The commercialization of education is blamable for the sprawling proliferation of private educational institutions at all levels in the country. While this has been in part due to the increasing demand for education which the public educational institutions are not capable of satisfying, it has resulted into poor standards in many respects. Most of the institutions lack capacity to serve their clients and are characterized by insufficient infrastructure, insufficient and poorly qualified human resource and poor management systems. In most of the institutions, remuneration for workers is poor thereby affecting efficiency, professionalism and productivity. The result of all this is exploitation of parents

who end up paying for less than what they deserve and a society that is founded on questionable values.

These findings are in agreement with Kukunda (2002) who argued that increased withdrawal of government's commitment from education has led to a deterioration of service delivery. Similarly, Ssempebwa (2009) noted that two decades after the liberalization of higher education, educationists are still faced with the dilemma of declining levels of quality assurance despite widespread propositions associating liberalization with quality assurance. No wonder, literacy rates are still low at only 78.2% according to UNICEF (2013). Most of the respondents interviewed cited the ever increasing cost of education and therefore the burden on parents as one of the consequences of commercialized education in Nigeria. It was pointed out that the ever increasing cost of education means that the less privileged are left out or forced to drop out of school or they have to resort to the less prominent schools where their chances of passing or getting recognition are minimized. This promotes income inequality as it directly impinges on the career and employment opportunities of graduates of the schools of different grades.

Commercialisation of education is also said to have led to undue emphasis on certification at the expense of other domains such as the affective and the psycho-motor domains. This is because of the government and media which tend to give prominence to performance in public examinations when grading schools. As a

result, schools have neglected all other areas that are of a co-curricular nature. The result of this is that schools and universities are producing graduates with super grades who can hardly perform or be responsible citizens. Commercialisation of education is also said to have led to overcrowding in the schools. Most schools have no limit on how many students they can take in because the more the students, the more the money. This means that there is pressure on the facilities in the schools and many students are denied the opportunity to get individual attention from teachers.

According to Rugumayo (2009), commercialisation has resulted in greed for money resulting in head teachers stealing school money, university staff members sleeping with their students for grades and money and students smoking, taking illicit drugs and burning down their own schools. As a result of the inefficiency in schools occasioned by over commercialisation, many students end up with bad grades when they could have done better. Overcrowding in the schools also exposes students to health and other risks. In many schools, students end up as juvenile delinquents and are hooked to drugs and never get known or attended to due to the low teacher-student ratio.

In a bid to attract students so as to earn more from them, many schools are said to be spending money on non-priorities such as school buses for boarding schools and expensive recreational facilities such as swimming pools and fancy buildings. This further increase the cost burden on the parents and

robs them income funds that that would have otherwise been invested to create more wealth for the family and the nation at large. Another trend that has emerged and spread like wildfire as a result of commercialisation is the notion of school visitation days. Every school has such a day in the course of the term where parents come to school to visit the children. While the ideal objective of this arrangement is to give parents an opportunity to check on the progress of the children, the practice is that visiting days have been turned into days where parents show off their family's financial might by way of the expensive goodies that they bring for their children. The result of this is that children from low income families are either stigmatised because their parents cannot afford expensive goodies or the parents are forced to spend beyond their means in order to match the competition. Overall, the result is increased spending on education by all parents.

Commercialisation of education has made the running of schools a profit making venture not only in the private schools but also in the government aided schools where parents contribute the biggest part of the budget. This means that schools are always trying to find ways of attracting as many fees paying students as possible. One of the surest ways of attracting enrolment is to ensure good performance especially in final public examinations whose results are usually published in the media. Thus it is the dream of every school manager to have as many of the students passing with flying colours as possible because this translates

into the number of students that will be interested in joining the school hoping to pass as well. The competition to get good grades has led to many unethical practices including examination malpractices. Such malpractices range from cheating in examinations to bribing examiners. Teaching methods have also been modelled towards coaching students to pass examinations rather than helping them to learn. In a bid to create an impression that a particular school is good, some schools resort to giving students good grades even when they do not deserve the simply for the sake of convincing parents that the school is good. Others resort to persuasive advertising in the media where they purport to have certain facilities in the school even when they do not have them. In many schools, children who perform averagely are denied opportunity to be promoted or are relegated to sit their final examinations in other centres to create an impression there were no poor or average performers in the good school.

Another common practice as a result of commercialisation of education is that school managers shop for good students and offer them bursaries and gifts to encourage them to choose or stay in their schools so as to post excellent results in the final public examinations. The result of this is that parents of the not-so-bright students are made to bear the burden of meeting the cost of the education of their children and that of the bright students. Commercialisation of education has promoted rivalry among schools as the cut-throat competition for students and the

accruing financial benefits becomes stiffer. This has resulted into some ugly scenes like school fires and other forms of sabotage which are sometimes believed to be initiated by some school managers in order to discredit their rivals so as to attract more students to their own schools. Due to commercialisation, many schools end up compromising on common values like discipline of students. Following the notion that the customer is the king, in many schools the rules and regulations are not followed to the letter because school managers fear to antagonize the students who may choose to join other schools. As a result, in many of the schools discipline has gone to the dogs. In many others, riots are the order of the day as students pile pressure on the school managers sometimes making unrealistic demands. Eventually, many schools are forced to play to the demands of the juvenile delinquents in the schools at the expense of the virtues and values should be guiding them.

Even in the tertiary institutions, commercialisation has reared its ugly head and continues to spread like wildfire. Many universities take on many more students than they can handle just to make money. Many of the universities do not have enough facilities and human resource expertise to sufficiently serve the number of students enrolled but they keep enrolling more so as to rake in the badly needed fees. Many of these universities start courses with fancy names just to attract the unsuspecting students when the content taught in such courses may not be different from that of the traditional

courses. Students are also passed with high class degrees but often times the performance of such students in the world of work is found wanting. This has resulted in many graduates remaining unemployed or unemployable because what their academic transcripts portray is not what they are worth or capable of in reality. This is in agreement with Ssekamwa and Lugumba (2001) who pointed out that policies in education system have brought out significant progress within the limits of available resources but there is a new challenge of unemployed school graduates. This study comes at a very right in the bid to checkmate the prevalence of commercialization and its consequences on the overall educational system.

#### **Statement of the Problem**

Commercialisation of education is an international phenomenon that is evident in many parts of the world. The provision of education is fast moving from being the responsibility of government to that of commercial individuals and organizations. In Nigeria, commercialisation of education is attributed to the fact that government has largely abdicated its responsibility of providing education to the private sector. Commercialisation of education has had dire consequences by promoting inefficiency due to focusing on the profit motive rather than the ideals of the noble purpose of education. In the light of the above there are concerns that commercialization of education at all levels have far reaching consequences on

Management and quality assurance in the education system. This study is therefore designed to unravel the causes and consequences of commercialization in education in Nigeria in the bid to sustain education effective Management.

#### **Objective of the Study**

The central objective of the study is to determine the causes and consequences of commercialisation of education in distressed economy in South-East, Nigeria. The following specific goals shall be vigorously pursued by the study;

1. To identify the causes of commercialization of education in Nigeria;
2. To determine the Consequences of commercialization of education on educational Management in Nigeria; and
3. To find out measures for effective management of commercialization of education to ensure Management.

#### **Research Questions**

The study shall be guided by the following three research questions;

1. What are the causes of commercialization of education in Nigeria?
2. What are the Consequences of commercialization of education on educational Management in Nigeria?
3. What are the measures to be adopted for effective of commercialization of education to ensure Management in education?

#### **Statement of Hypotheses**

These statements of Hypotheses are formulated to guide the study;

**Ho<sub>1</sub>:** There is no significant difference between the mean ratings of male and female respondents on the causes of commercialization of education in Nigeria.

**Ho<sub>2</sub>:** There is no significant difference between the mean ratings of male and female respondents on the Consequences of commercialization of education on educational Management in Nigeria.

**Ho<sub>3</sub>:** There is no significant difference between the mean ratings of male and female respondents on the measures to be adopted for effective of commercialization of education to ensure Management in education.

### **Methodology**

The descriptive survey research design defines the methodology of the study. The five states of the South East geopolitical zone of Nigeria made up the area of study. They are namely Abia, Anambra, Ebonyi, Enugu and Imo States. The target population for the study comprised of 25976 lecturers in faculty of education across the five states universities: Abia State University, Chukwuemeka Odumegwu Ojukwu University; Ebonyi State University; Enugu State University of Science and Technology and Imo State University in South East, Nigeria. A sample size for this study was 2,507 lecturers selected through stratified and multi-stage random sampling techniques across the faculties of education in five states universities in South East, Nigeria.

The researchers administered 2507 questionnaire, of which 2408 was properly filled and returned very satisfactory. This instrument was specifically constructed for the purpose of the study. The instrument was structured to elicit relevant answers to the research questions earlier posed in the study. The instrument was subjected to face validation; a process which was carried out with the help of two other lecturers in the department of Educational Foundations, University of Nigeria, Nsukka. In this process the items were scrutinized with intent to ascertaining the adequacy of coverage of the scope of the study with respect to the purpose/objectives, the research questions as well as the hypotheses formulated in the study, and by so doing to confirm the instrument was able to measure what the study set out to measure.

The reliability of the instruments was by a test re-test method of two weeks interval was conducted on thirty (50) respondents selected from parent population across five states in South-Eastern Nigerian who are not part of the study sample. The Pearson's Product Moment Correlation Coefficient Statistic was used to obtain the reliability. A reliability index of 0.84 was obtained which was considered adequate for the study. The fifteen (15) items structured questionnaire were of the 4 point Likert-type scale which requested respondents to indicate their preference among the following options; Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) weighted as 4, 3, 2 and 1 respectively.

*Commercialization of Education in Nigeria: Causes and Consequences for Educational Management in a Distressed Economy - Dr. Chukwuemeka Joseph Chukwu and Dr. Evelyn Ijeoma Ezepeue*

SPSS version 16 using frequency distributions, mean scores, pooled mean and standard deviation (SD) was used for data analysis while the hypotheses were tested using Z-Test statistics at 0.05 level of significance. The decision rule for interpreting the mean scores was stated thus, any item with mean of 2.50 and above was interpreted as agreed while mean scores below 2.50 was interpreted as disagreed. For the hypotheses, the decision

rule is that when the z- calculated is equal or greater than the z- critical, the null hypothesis will be rejected. Otherwise, it will be accepted.

**Results:**

**Research Question One:** What are the causes of commercialization of education in Nigeria?

**Table 1 Mean Scores, Standard Deviation and Pooled Mean of Respondents on the Causes of Commercialization of Education in Nigeria**

S/ N	Items	SA (4)	A (3)	D (2)	SD (1)	$\sum X$	$\bar{X}$	SD	Pooled mean & SD
1	Commercialization of education is aimed profit making.	515	802	703	308	6260	2.60	1.00	<b>2.68</b> <b>0.89</b>
2	Commercialization of education is intended to enhance availability of funds.	600	700	900	208	5508	2.70	0.94	
3	Commercialization of education is as a result of greed among stakeholders in education.	490	802	100	116	6482	2.69	1.15	
4	Commercialization of education is aimed at enhancing innovation and creativity in the sector.	567	709	800	332	6327	2.63	0.99	
5	Commercialization of education is meant to reduce government monopoly.	600	799	818	191	6824	2.75	0.82	

**Source: Field Survey. 2018.**

Table One presents the result of data collected on questionnaire items 1 to 5 which answered research question one. It presents the mean score of respondents on the causes of commercialization of education in Nigeria. The summary of the result indicates a pooled mean of 2.68 and standard deviation at 0.89. Relying on our interpretation as established for the study; “any item with mean of 2.50 and above

was interpreted as accepted while mean scores below 2.50 were interpreted as rejected”; the result therefore indicates that the factors identified constitute causes of commercialization of education in Nigeria

**Research Question Two:** What are the Consequences of commercialization of education on educational Management in Nigeria?

**Table 2: Mean Scores, Standard Deviation and Pooled Mean of Respondents on the Consequences of Commercialization of Education on Educational Management in Nigeria**

S/ N	Items	SA (4)	A (3)	D (2)	SD (1)	$\sum x$	$\bar{X}$	SD	Pooled mean & SD
6	Commercialization of education may threaten effective teaching and learning.	600	756	1003	49	6723	2.79	0.83	<b>2.73 0.92</b>
7	Commercialization of education hampers the quest for merit in the education system.	406	800	1000	202	6228	2.59	0.86	
8	Commercialization of education lowers the quality of service delivery.	516	801	990	92	6548	2.72	0.84	
9	Commercialization of education places so much emphasis on monetary incentives.	578	708	994	128	6558	2.72	0.84	
10	Commercialization of education promotes greed and corruption in the education system.	599	800	1001	08	6808	2.83	0.00	

**Source: Field Survey, 2018**

Table two further presents the result of data from questionnaire items 6 to 10 which answered research question two. It presents the mean ratings of respondents on the consequences of commercialization of education on educational Management in Nigeria. The summary of the result indicates a grand mean of 2.73 and standard deviation at 0.92. Going by our interpretation as established for the study; “any item with mean of 2.50 and above was interpreted as accepted while mean scores below 2.50 were interpreted as

rejected”; the results therefore show that the consequences of commercialization of education are far reaching for educational Management in Nigeria.

**Research Question Three:** What are the measures to be adopted for effective of commercialization of education to ensure Management in education?

**Table 3: Mean Scores, Standard Deviation and Pooled Mean of Respondents on the Measures to be Adopted for Effective of Commercialization of Education to Ensure Management in Education**

S/ N	Items	SA (4)	A (3)	DA (2)	SD (1)	$\sum x$	$\bar{X}$	SD	Pooled mean & SD
11	There should be regular monitoring commercialization of education by relevant government agencies.	563	786	910	149	6579	2.73	0.82	
12	To ensure Management in education its commercialization must not compromise standards.	596	749	1001	021	6795	2.82	0.81	<b>2.72 0.91</b>
13	To ensure education Management commercialization of education must be well regulated.	568	706	904	230	6428	2.64	0.71	
14	Effective commercialization of education should encourage research development.	600	759	999	50	6732	2.80	0.79	
15	Commercialization of education should promote effective use of resources for quality assurance.	547	671	1100	90	6491	2.70	0.86	

**Source: Field Survey, 2018.**

Table three above presents the results of the questionnaire items 11 to 15 which answered research question three. It shows the mean ratings of respondents on the measures to be adopted for effective of commercialization of education to ensure Management in education. The summary of the result indicates a grand mean of 2.72 and standard deviation at 0.91. Therefore, going by our interpretation which states thus, “any item with mean of 2.50 and

above was interpreted as accepted while mean scores below 2.50 were interpreted as rejected”; the result hereby shows that there is human resource management in education is of great relevance in a dwindling economy.

#### **Test of Hypotheses**

In this section, we present the result of test of hypotheses to ascertain their level of significance for the study. Z-test statistic was used.

**Hypothesis One:** There is no significant difference between the mean ratings of male and female respondents on the causes of commercialization of education in Nigeria.

**Table 4: Z-Test Statistic Analysis on Male and Female Respondents on the Causes of Commercialization of Education in Nigeria**

Source of Variation	N	$\bar{X}$	Variance	SD	DF	z-cal	z-crit	Level of significance
Male	1047	2.74	0.8284	0.91				
Female	1361	2.72	0.8281	0.91	2407	1.59	1.96	Ns

NS= Not significant  
 $Z=1.59$ ,  $DF=2407$ ,  $p = 0.05$   
 Result  $H_{03}$ = Accepted

Table 4 shows the summary of Z-Test statistic of the causes of commercialization of education in Nigeria. The result shows that the z-cal (1.59) is less than the z-critical (1.96) with a degree of freedom of 2407 at 0.05 level of significance. Hence the null hypotheses is therefore accepted which states that there is no significance difference between male and female

respondents' responses on the causes of commercialization of education in Nigeria.

**Hypothesis Two:** There is no significant difference between the mean ratings of male and female respondents on the Consequences of commercialization of education on educational Management in Nigeria.

**Table 5: Z-Test Statistic Analysis on Male and Female Responses Regarding the Consequences of Commercialization of Education on Educational Management in Nigeria**

Source of Variation	N	$\bar{X}$	Variance	SD	DF	z-cal	z-crit	Level of significance
Male	1047	2.75	0.5625	0.75				
Female	1361	2.69	0.7921	0.81	2407	3.76	1.96	S

S= significant  
 $Z=3.76$   $df=2407$ ,  $p = 0.05$   
 Result  $H_{01}$ = Rejected

Table 5 shows the summary of Z-Test statistic of the consequences of commercialization of education on educational Management in Nigeria. The result shows that the z-cal (3.76) is greater than the z-critical (1.96) with a degree of freedom of 2407 at 0.05 level of significance. Hence, the null hypothesis is therefore rejected and alternative accepted which states that there is a significant difference between male and female respondents' responses regarding the consequences of commercialization of

education on educational Management in Nigeria

**Hypothesis Three:** There is no significant difference between the mean ratings of male and female respondents on the measures to be adopted for effective commercialization of education to ensure Management in education.

**Table 6: Z-Test Statistical Analysis on Male and Female Respondents' Responses Regarding Measures to be adopted for Effective of Commercialization of Education to Ensure Management in Education**

Source of Variation	N	$\bar{x}$	Variance	SD	DF	z-cal	z-crit	Level of significance
Male	1047	2.62	0.7569	0.87				
Female	1361	2.76	0.8464	0.92	2407	3.78	1.96	S

S= significant  
 $Z=3.78$ ,  $df=2407$ ,  $p \leq 0.05$   
 Result  $H_0_2$ = Rejected

Table 6 shows the summary of Z-Test statistic on the measures to be adopted for effective of commercialization of education to ensure Management in education. The result shows that the z-cal (3.78) is greater than the z-critical (1.96) with a degree of freedom of 2407 at 0.05 level of significance. Hence the null hypothesis is therefore rejected and alternative accept which implies that there

is a significance difference between male and female respondents' responses regarding the measures to be adopted for

effective of commercialization of education to ensure Management in education.

### Discussion of Findings

The study addressed three research questions and three statements of hypotheses. The results are presented in each of the six tables. Table One presents the result of data collected on questionnaire items 1 to 5 which answered

research question one. It presents the mean score of respondents on the causes of commercialization of education in Nigeria. The summary of the result indicates a pooled mean of 2.68 and standard deviation at 0.89. Relying on our interpretation as established for the study; “any item with mean of 2.50 and above was interpreted as accepted while mean scores below 2.50 were interpreted as rejected”; the result therefore indicates that the factors identified constitute causes of commercialization of education in Nigeria

Table two further presents the result of data from questionnaire items 6 to 10 which answered research question two. It presents the mean ratings of respondents on the consequences of commercialization of education on educational Management in Nigeria. The summary of the result indicates a grand mean of 2.73 and standard deviation at 0.92. Going by our interpretation as established for the study; “any item with mean of 2.50 and above was interpreted as accepted while mean scores below 2.50 were interpreted as rejected”; the results therefore show that the consequences of commercialization of education are far reaching for educational Management in Nigeria.

Table three above presents the results of the questionnaire items 11 to 15 which answered research question three. It shows the mean ratings of respondents on the measures to be adopted for effective of commercialization of education to ensure effective Management in education. The summary of the result indicates a grand mean of 2.69 and standard deviation at 0.81. Therefore, going by our

interpretation which states thus, “any item with mean of 2.50 and above was interpreted as accepted while mean scores below 2.50 were interpreted as rejected”; the result hereby shows that adoption of effective measures will help to enhance commercialisation of education in Nigeria with particular reference to South-East, Nigeria.

Table 4 shows the summary of Z-Test statistic of the causes of commercialization of education in Nigeria. The result shows that the z-cal (1.59) is less than the z-critical (1.96) with a degree of freedom of 2407 at 0.05 level of significance. Hence the null hypotheses is therefore accepted which states that there is no significance difference between male and female respondents’ responses on the causes of commercialization of education in Nigeria.

Table 5 shows the summary of Z-Test statistic of the consequences of commercialization of education on educational Management in Nigeria. The result shows that the z-cal (3.76) is greater than the z-critical (1.96) with a degree of freedom of 2407 at 0.05 level of significance. Hence, the null hypothesis is therefore rejected and alternative accepted which states that there is a significant difference between male and female respondents’ responses regarding the consequences of commercialization of education on educational Management in Nigeria

Table 6 shows the summary of Z-Test statistic on the measures to be adopted for effective of commercialization of education to ensure Management in

education. The result shows that the z-cal (3.78) is greater than the z-critical (1.96) with a degree of freedom of 2407 at 0.05 level of significant. Hence the null hypothesis is therefore rejected and alternative accept which implies that there is a significance difference between male and female respondents' responses regarding the measures to be adopted for effective of commercialization of education to ensure effective Management in education.

### **Conclusion**

Findings from the survey and the literature show that the education system in Nigeria is grossly commercialized. The majority of educational institutions at all levels are privately owned and operated with a profit motive. Even government owned institutions are run commercially because government's contribution to the budget is very meager and the rest of the budget is privately sourced from students under various guises. While commercialisation of education in Nigeria seemingly has made education more accessible, it has had more negative effects than the positive ones. There is need for strict control and regulation of the sector to avoid further deterioration of the already bad situation. It therefore suggestive that government should sustain its role in perceiving education as a social service and remain the principal provider of education at all levels and by so doing ensure effective supervision and Management of private sector involvement so to cushion the effects of the unrelenting harshness and whims of market forces.

### **Recommendations**

The following recommendations are apt for policy:

1. The present commercialization of education should be properly guided by relevant legislations to avoid abuses.
2. There is need for governments across levels to synergize in ensuring good operational environment for effective operation of educational institutions.
3. There is need for effective accountability and management of education institutions to redirect the commercialization of education to innovative and research based areas to promote Management and service delivery.
4. Stakeholders in the education enterprise should collaborate with government in ensuring education quality assurance by putting their faculty members to check to reduce abuse of commercialization of education.

### **References**

- Baine, E. (2010). Privatization of Higher Education in Uganda and the Global Gender Justice Ideal: Uneasy Bedfellows? *Education Review*, v 62 n3 p315-328 Aug. 2010.
- Bhatia, N. (2014). Education-Problem or Solution? Retrieved from <http://www.nitinbhatia.in/views/education-problem-orsolution/> 10/5/2017.

*Commercialization of Education in Nigeria: Causes and Consequences for Educational Management in a Distressed Economy - Dr. Chukwuemeka Joseph Chukwu and Dr. Evelyn Ijeoma Ezepeue*

---

- Brans, B.J (2004). Analysing Public Private Partnerships as a Policy Tool for Universal Secondary Education. Retrieved from <http://educationanddevelopment.files.v> 16/4/2018.
- Chijioke, O (2014). Gambian Minister Decrees Commercialisation of Higher Education in Africa. News Agency of Nigeria. Retrieved from <http://www.nannewsigeria.com> 6/5/2018.
- Country Studies (2014). Education in Uganda. Retrieved from <http://www.countrystudies.us/uganda/35.htm> 6/5/2018.
- Dewey, J. (1934). Individual Psychology and Education. *The Philosopher*, 12, 1934.
- Farooq, U. (2012). What is Education; Meaning and Purpose. Retrieved from <http://www.studylectures.co> 19/2/2017.
- King, M.L. (1948). *The Function of Education*. Speech at Moore House College
- Kuehn, L. (2003). What's wrong with Commercialisation of Public education? *Teacher News Magazine*. Vol. 15, Number 4, March 2003.
- Kukunda, E. B. (2002). Privatization of Service delivery and its Impact on Uganda's Attainment of the 7th MDG. The African Symposium: An Online Journal of the African Educational Research Network. Retrieved from <http://www.netjournals.org>. 10/3/2018.
- Les Leba, (2014). Commercialisation of Education and the Storm Ahead. National Perspectives. Retrieved from <http://www.vanguard.co/2014/05/commercialisationeducation-storm-ahead/> 18/3/2018.
- LiqingTao., Berci, M. and Wayne, H.E. (2015). The Commercialisation of Education. New York Times. Retrieved from <http://www.nytimes.com/ref/college/coll-china>, 6/4/2018.
- Millennium Project (2006). Millennium Development Goals. [www.unmillenniumproject.org/goals/](http://www.unmillenniumproject.org/goals/)
- Mishra, M. (2012). *The Horrendous cost of Commercialisation of Education*. Times of India. Times Internet Ltd. m. Times of India.com

*Commercialization of Education in Nigeria: Causes and Consequences for Educational Management in a Distressed Economy - Dr. Chukwuemeka Joseph Chukwu and Dr. Evelyn Ijeoma Ezepeue*

---

- Richard, M. T. (2015). Commercialization of Education in Uganda; Causes And Consequences. *International Journal of Recent Scientific Research Vol. 6, Issue, 7, pp.5107-5112, July, 2015*
- Rugumayo, E. (2009). Education has gone to rot. *The Independent Magazine*, Kampala Uganda.
- Sahu, A.S. (2013). *The Commercialisation of Education in India: Lies in the Constitution*. Retrieved from <http://Snash.blogspot.com/2013/03/the-comm>, 30/5/2018.
- Schrump, L. (2002). Education and Commercialisation; Raising Awareness and Making Wise Decisions. *Contemporary Issues in Technology and Teacher Education*, 2(2), 170-177
- Ssempebwa, J. (2009). Funding Higher Education in Uganda. Unpublished Paper. *Kampala International University*, Uganda.
- Tejawasi, A. (2010). Gurus in Commercial India. Retrieved from <http://www.youthkiawaaz.com/2010/10/gururs-incommercial-india/>, 6/4/2018.
- UN Committee (2014). Privatisation in Education. Retrieved from <http://www.right-to-education.org/news/un-committee>
- Unicef, (2013). Uganda Statistics. [www.unicef.org](http://www.unicef.org)
- Universal Declaration of Human Rights (1948). Article 26. Retrieved from <http://www.un.org/en/documents/udhr/6/4/2018>.