

PRIVATE INVESTMENT IN TEACHER EDUCATION IN NIGERIA

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Abstract

The study was aimed at finding out the need for private investment in teacher education in Nigeria. Questionnaires were administered. It was a descriptive survey study, which involved one hundred and ten respondents.

Respondents were drawn from five colleges of education in South Eastern Zone of Nigeria by using stratified random sampling techniques. Data analysis revealed no significant difference between government and individual investors in the investment of teacher education in Nigeria at 0.05 level of confidence. Recommendations were made based on the finding.

Introduction

Background of the study

Investment in teacher education is assumed to be private when individuals or corporate bodies contribute, especially, in the financial upkeep of the programme. The western societies are known to have by and large evolved a culture, which encourages private investment in teacher education because they believe that the survival of education depends heavily on the number of well educated teachers the nation has. Besides, they believe that government alone may not be able to finance teacher education adequately.

In Nigeria, the culture of private investment in teacher education has not evolved because of the persistent poor image of the teaching profession. Teacher education in Nigeria has always been regarded as a missionary and government affair and so lacked the full financial support of individuals, groups, communities, and corporate bodies. Another reason for private under-investment in teacher education in Nigeria is that teacher institutions do not offer courses in areas of specialization that are relevant to the work or profession or economic interest of the private sectors or groups. Furthermore, private organizations or groups control funds and only move in direction that are looked upon for offering realistic opportunities for some beneficial returns (*Uche, 1992.*)

There are other perennial problems, which have rendered private investment in teacher education impotent. Firstly is the conflict that exists between government, teachers and the managers of our teacher education institutions over what teacher education is all about. According to Uchendu (1993), the fundamental root of the contemporary crisis and near neglect of teacher education in Nigeria by both private organizations and government is that 'the patrons of our institutions of higher learning are in conflict with the managers of these institutions and the academics... Fie said that each of these three critical actors has a differing image of the notion and ideals of higher education, of which teacher education is a part, and therefore, different programmes of action for sustaining it. In the absence of this consensus, crisis breeds crisis in (he system and private investment in the system becomes unattractive.

However, it is difficult for there to be a school without a teacher. This is so because teachers are (he pivots on which a nation's educational system hangs. It is therefore, hoped that with the establishment of the National Commission for Colleges of Education (NCCE) as a supervisory body for all aspects of teacher education in Nigeria and with the objectives of the NCCE being to inject excellence into teaching profession, there will be serious need for private investment in teacher education in Nigeria.

Purpose of the Study

The purpose of the study is to find out the extent of private and government investment on teacher education, past and present.

Research hypothesis:

The research hypothesis is articulated and tested at 0.05 level of significance.

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and private investors in Nigeria. 58

Scope of the Study

The study was carried out in five Colleges of Education in the South Eastern States of Nigeria namely, Alvan Ikoku College of Education, Owerri; Nwafor Orizu College of Education, Nsugbe, Anambra State, Eha-Amufu College of Education, Enugu; Arochukwu Collage of Education Technical and Ebonyi State College of Education Ikwo.

Idterature Review

Need for Private Investment in Teacher Education

According to Lambert (1985) "Government alone, cannot adequately fund teacher education in Nigeria. There is therefore the urgent need for private investment in teacher education, otherwise the ultimate ambition of the NCCE minimum standards, which is to inject excellence and attraction may become elusive" Private investment in this sense would include financial contribution products namely students, all industrial and commercial establishments, the communities that host teachers' institutions, and every taxable adult that is sustained within the country's socio-economic arena. Anikwczc (1992) observes that " a student-teacher needs not less than Twenty thousand Naira to survive one academic session in a teachers' institution, which includes accommodation fee, the purchase of books, stationery items and transportation". He suggests a situation in which Federal Government provides 50% of the students, cost of living by way of bursary awards while the remaining 50% is to be jointly contributed by alumni association, charitable organizations, friends of the college, college contractors and parents. He further suggested in other words that all Nigeria adults should be oriented to support teacher education by paying general education rate specified by teacher education institutes.

There has been tremendous increase in school enrolment since the 1980s and such increase has not been matched by an increase in school facilities. It becomes necessary for parents to be called upon to invest in the education of their children by providing more financial support to teachers' institutions. Ozigi (1992) notes that in a typical P.T.A. meeting, the major aspects in the agenda are: the need for new classrooms, laboratories, dormitories, staff quarters, school van, and assembly hall and library facilities. For parents to truly appreciate the importance of education in the national development, emphasis should be placed on their investment in teacher education. Ozigi's suggestions do not in any way exclude the corporate bodies, private organizations as well as philanthropic individuals.

It is hoped that when individuals and organizations contribute in the running of teacher education, the nation would achieve socio-economic advancement and the ultimate aim of the NCCE would also be achieved.

Methodology Design of the Study

The design of the study is a descriptive survey design.

Population of the Study

The population consists of all the staff in the colleges, of education in southeastern zone of Nigeria.

Sample and Sampling Techniques

A sample of five (5) colleges of education in South-eastern zone of Nigeria were selected with ten (10) Academic staff, ten (10) non-academic staff, one (1) provost and one (1) registrar from each school selected were chosen, giving a total of fifty (50) non-academic staff, fifty (50) academic staff, five (5) provosts, five (5) registrars, which sum up to hundred and ten (110) respondents. Stratified random sampling techniques were used in the selection of the academic and non -academic staff. The provosts and registrars were selected based on their post held.

Instrument

The instrument used for the collection of data were structured Questionnaire, which were validated by experts of Faculty of education of Alvan Ikoku College of Education. This was done by scrutinizing the items in the questionnaire to ensure that they were capable of measuring the variables

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in the study. The questionnaire consisted of iO items constructed to elicit responses of the subject on the need for private investment in teacher education in Nigeria.

X² calculated value	=	0.378	
X² tabulated value	=	3.84	
Alpha level of significance	=	0.05	Method of Data Analysis
Degree of freedom	=	1	

Finding and Discussion

Table 1: χ^2 Test on the Responses of the Government/ Public and Private Sectors on the Level of Investment in Teacher Education in Nigeria.

Investment in Teacher Education	Yes	No	Total
Government/ Public sector Fo Fe	19.5 21	30.5 29	50
Private sector Fo Fe	19.5 18	30.5 32	50
Total	39	61	100

The information collected was analyzed using the chi-square statistical measure. The tables were used to identify the responses of the government/public and private sectors in the investment of teacher education in Nigeria.

Form the table above, it could be seen that the tabulated value of X^2 is greater than the calculated value. This shows that there is no significant difference between the government/public and private investors in the investment of teacher education in Nigeria. This lack of significant shows that both government and individuals have no interest in education business. It is also found in the government being unable to supply enough equipment, subvention, facilities, and the inability of the colleges to attract donations and financial support from philanthropists, firms and corporate bodies to run teacher education. Besides, the private sectors do not consider investment in teacher education worthwhile. This is so because courses offered in Colleges of Education are not for his immediate economic gain.

Recommendations

1. Government should allocate reasonable amount of money as subvention, to colleges of Education and make sure that the money is given in due time.
2. Government should demand obligatory financial contribution from big business organization as part of their contribution in the finance of teacher education (Education rate).
3. Philanthropic individuals, organizations and corporations should be encouraged to financially support the institutions' education work by writing letters of appeal to them and by naming any project done by them after their names.

Conclusion

It is proper for the management of our colleges of education to encourage the private sectors to invest in teacher education by explaining to them the importance of teacher education in the country's socio-economic development.

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