

**TEACHERS' PERCEPTION OF COMMERCIALIZATION OF
EDUCATION AS A CORRELATE OF QUALITY BASIC EDUCATION IN
NIGERIA**

Rev. Dr. Clement Ifeanyi Enunwah

*Department of Educational Foundation and Administration,
Cross River State College of Education, Akamkpa,
Cross River State.*

And

Ogar A. Eyam

*Department of Business Education,
Cross River State College of Education, Akamkpa,
Cross River State.*

Abstract

This study was designed to determine teacher's perception of commercialization of education as a correlate of quality basic education in Nigeria. Three research questions were asked to guide the study. And a sample of 420 teachers' in the basic level of education from the Southern education zone in Cross-River State was chosen through a simple random sampling technique. The instrument used for data collection from the teachers was a 20 item questionnaire constructed by the researchers and faced validated by experts and possesses an internal consistency reliability index of 0.89. Descriptive and correlation statistics were used for the analyses. The following results were obtained; (1) that respondents were in agreement that there is commercialization of education, that quality is low and that commercialization of education have a negative influence on quality in basic education. It was recommended amongst others, that government ought to strengthen its inspectorate unit to effectively monitor and sanction erring schools.

Education can be described as the act of making or getting knowledge, developing reasoning ability, sense of judgment, and general way of getting oneself or others intellectually prepared for

adult life. Farooq (2012) suggests that education could be a method by which the characters and behavior of individuals are formed and molded. The aim of education, according to Dewey (1934), has been to offer the young the things they need so as

to develop in an orderly, successive way into helpful members of society. Meanwhile, Luther King Junior (1948) cited by Twebaze, (2015) opined that the function of education is to teach one to think intensively and critically. However Twebaze, (2015) argued that education that stops with efficiency could prove the best menace to society because the most dangerous criminal may be the person gifted with reason but have no morals. Therefore efficiency and moral development should be the hall- mark of functional education.

According to Federal Ministry of Education (FME) (2014), basic education is the education given to children aged 0-15 years. It encompasses the early child Care and Development (0-4), and 10 years of formal schooling. Its objectives are:

1. Developing within the entire people a powerful consciousness for education and a powerful commitment to its vigorous promotion;
2. The provision of compulsory, free and universal basic education for each Nigerian child of school age;
3. Reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency;
4. catering through appropriate sorts of complementary approaches to the promotion of basic education, for the training needs of young persons who for one reason or another have had to interrupt their schooling; and
5. making certain the acquisition of the acceptable levels of skill, numeracy, communicative and life skills, as well as

the ethical, moral, security and civic values required for the laying of a solid foundation for life-long learning.

These objectives were structured to align with the United Nations' goal-4 of the sustainable Development Goals (SDGs). This Goal four is Quality Education, and meant to "Ensure comprehensive and equitable quality education and to promote lifelong learning" Quality Education is an education that serves every child pedagogically and developmentally. It is an education that is inclusive and is structured to appreciate the potential of every child no matter the location or economic standing. (Millenium Project, 2006)

A good quality education is one that provides all learners with capabilities they need to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhanced individual well-being. Capacity development to boost the standard of teachers and other education stakeholders is crucial to this level of education.

The dimensions of quality education are equity, contextualization and relevance, child-friendly teaching and learning, sustainability, balanced approach and learning outcomes. Equity refers to non-discrimination and equity. Equity in education implies that personal and social characteristics like gender, ethnic origin, family background do not hinder any person from attaining to his or her academic height and that everyone should attain at least the a basic minimum level of

skills.(UNESCO, 2015). Contextualization and relevance refers to the need for quality education to be based on real needs of a country and community instead of the blueprint from different countries. Child-friendly teaching and learning on the other hand, implies that quality education should put the child within the center and helps him/her to succeed in his or her full potentials. It also needs children's active participation. Sustainability envisages changes in educational processes from time to time therefore quality education should enhance the capabilities of the local authorities, which means that the process has to be institutionalized. Balanced approach requires that the development of a balanced set of attributes that will help each child becomes economically productive, have sustainable living, be engage in democratic process, be vanguard of peace in the society is the aim of equality education. Learning outcomes refers to the need that at completion of a particular level of education, youngsters should have developed minimum standard skills. This suggests that quality education needs a results-oriented approach.

The provision of quality education is the responsibility of each government to its people. However, the current state of education world over has shown that governments have not paid adequate attention to the sector thereby inviting corporate and private sector into it. The policy of liberalization and privatization with public-private partnership (PPP) are proof to the very fact. Although, the partnership of Non-governmental agencies have increased access to education it may

be debatable if such increase in access has not made quality education to dwindle. A challenge to liberalization of education, (Chorney, 2010)is the way education sector is more and more being opened up to profit-making and trade. In fact, commercial interest is has become the main goal of most private schools. This commercial interest made private school owners to see the learner as a consumer and education as a consumer good.

Commercialization of education deals with profit oriented schools which are provided by personal companies, businesses, enterprises. commercialization of education conjointly indirectly deals with investors in education enabling those companies, businesses and enterprises to be actors within the education sector like investment banks, personal funds, etc. It can also be described as the viewing of education as a commodity, students as consumers, and educators as service suppliers. Kuehn (2003) reported that education funding is supposed to be the sole responsibility of the government and accessible to all, but because the government has adjudicated its responsibility by licensing private persons and companies to run it, there are increasing cases of commercialization within the American education system that has led to a scenario where only those that will afford to pay have access to education. Schrum (2002) reported that the reason for the government of United State of America approving of commercialization in education within the United States of America was a way of reducing its funding of academic

establishments during a time of rising prices and expectations. The result of this policy was that government schools began to search out their own funding there by turning school directors into fundraisers.

Another facet of commercialization is the involvement of business companies that have invaded schools with advertising schemes disguised as funding for the schools. Examples of such advertisement were advertising in schools buses, support of school sports activities etc.

Writing concerning commercialization of education in India, Tejawasi(2010) argues that education was forever one thing that was driven by devotion and thought, a scenario that has changed with the appearance of commercialization. He argues that this commercial education system manufactures solipsists but does not nurture altruists and as a result India has become a mud pool wherever academic establishments proliferate like mushrooms several of that became clubs for incompetent children. It is conjointly argued that the commercialized brand of education has affected the teaching profession by making individuals to view the profession as simply another job that pays and feeds them. Consequently, several leaders have developed indifference towards their jobs close with demands of money-mongering establishments that they work in.

Sahu (2013) argues that education, as provided for in varied constitutions and international conventions are meant to be a fundamental right that ought to be the

responsibility of government. However, in several parts of the planet, government's share in overall education expenditure has gone down drastically. In India parenthetically, government expenditure that was eightieth in 1983 had gone all the way down to sixty seven in 1999 and presently stands at fifty four. At an equivalent time, personal expenditure has increased by eleven times within the last fifteen years and commercialization of education has led to the sale of the education services with a profit motive at the expense of quality.

Mishra (2012) observes that students within the commercial education system in India are reduced to mere consumers, leaving out the millions of poor nonetheless deserving students. The trend implies that education is not any longer a noble profession but a commerce and profit creating chance where subjects like Science and arithmetic assume more importance than literature or Art just because they provide a lot of remunerative jobs within the market. As a result, subjects and their importance are usually market driven and not essentially for the development of the child's potential. Teachers are no longer vital 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 pictured by the sponsors, trustees and managers/school owners.

Regarding the situation in Nigeria, Les-Leba (2014) notes that private investment in education can usually be driven by profit motive and if youth

education is left only within the hands of entrepreneurs, the fundamental right to education may only be obtainable to the tiny elite class who will afford it whereas the bulk of citizens who are financially challenged can stay uneducated and become social liabilities who could 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 commercialization of higher education in Africa that he said was bound to compromise quality and deny the less privileged individuals access to higher education.

In Nigeria, there is proliferation of private educational schools at all levels within the country. Whereas this has been partly due to the increasing demand for education which the public educational schools are not capable of satisfying, it has resulted into poor standards in several respects. Most of the establishments lack capability to serve their clients and are characterized by insufficient infrastructure, insufficient and poorly qualified human resource and poor management systems. In most of the establishments, remuneration for staff is poor thereby affecting efficiency, professionalism and productivity. The results of all this can be exploitation of parents who end up paying for fewer than what they merit 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. The priority of this study therefore is to investigate teachers' perception of commercialization of education as a correlate of quality basic education in Nigeria.

Research questions

The following questions were asked to guide the study:

1. What is the average response of teachers' on the commercialization of education in the basic level in Nigeria?
2. What is the aggregate response of teachers' on quality basic education in Nigeria?
3. What is the degree of correlation between teachers' responses to commercialization of education and quality education in basic level of education in Nigeria?

Research method

The survey design with a correlation approach was adopted for this study. This was considered appropriate because the study sought for the opinions of respondents on the problem. The study was carried out within the Southern education zone of Cross River State made up of Seven Local Government Areas. In this study, the population consisted of all teachers who teach in Primary and Junior Secondary schools within the zone.

A sample of 420 teachers was randomly selected from the seven government Areas that participated in the study. Three schools were randomly selected from the seven local Governments Areas using simple random sampling

technique. That gave a total of 21 schools used in the study. From each school, 20 teachers were selected through simple random sampling technique given a total of 420 teachers. The instrument used to collect data for the study was questionnaire on commercialization and quality education (QCQE), made by the investigators with Cronbach Alpha internal consistency index of 0.89. Section A of each of the 2 questionnaires elicited information on teacher's Gender, qualification and teaching experience. Section B consisted of twenty items on commercialization of education and quality education indicators. Section B is made up of two variables quality of education and commercialization of education. Quality of education has 10 items while the other has 10 items. Items under quality were drawn from the six dimension of quality education, namely equity, contextualization and relevance, child-friendly teaching and learning, sustainability, balanced approach and learning outcomes. Similarly, the 10 items under commercialization of education were construct based on its distinctive features like autonomy in leadership, exploitative, examination center for excellence, media publicity, competition/rivalry, lobbying for position, fee hike, etc. The four point scale used is as follows for positive responses: strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and strongly Disagree (SD) = 1. There was a 100 percent return rate of the copies of questionnaire. The data were collected and analyzed electronically using SPSS

software. Descriptive and correlation statistics were employed in the analyses.

Result

Research question 1

What is the average response of teachers' on the commercialization of basic level of education in Nigeria?

The summary of the analysis of responses of teachers on the commercialization is presented in table 1.

Table 1: Summary of Descriptive Statistics on Teachers Responses on Commercialization of Education

S/N	STATEMENT	SA	A	D	SD
	Commercialization of Education				
1.	Most private schools are managed by sole proprietors alone				
2.	Basic education are exploitative in operation				
3.	Many schools are miracle examination centers				
4.	Schools are advertised in public media as business enterprises				
5.	There exist unhealthy competition among schools				
6.	Headship of government schools are lobbied for instead earned				
7.	Most media advertisement content of schools are fake				
8.	School fees hike is common in basic education				
9.	Placement of children in the school is based on parent demand instead of children ability				
10.	Admission is based on parent's ability to pay charges instead of children ability				

Teachers' responses to these 10 items were used for the analysis to answer the question.

From table 1, the average response of teachers on commercialization of education is 34.3 with standard deviation of 2.1. The score of 34.3 the same as 3.4 when the 10 items the made the variable is considered. (ie. 34.3 divided by 10). And 3.4 is approximately 3.0. Therefore, on 4 point scale of SA = 4, A=3, D=2 and SD= 1, because 3.0 represents agreement, hence, we have a tendency to conclude that the teachers agree that there is commercialization of education in Nigeria. This decision is unanimous among them too since standard deviation is 2.1.

Research Question 2

What is the aggregate response of teachers' on quality basic education in Nigeria?

Table 2: Summary of Descriptive Statistics on Teachers Responses on Quality of Education

S/N	STATEMENT	SA	A	D	SD
A. Quality of Education					
1.	Basic Education is available for both male and female child				
2.	Local languages are used in Basic Education				
3.	Learner's interest is covered in Basic education				
4.	Teaching is learner centered				
5.	Individual differences are considered in Basic Education				
6.	There is a policy on Education foe continuity				
7.	Cognitive and non-cognitive skills are covered in Basic education				
8.	Physically challenged children are served by basic education				
9.	High cognitive achievement is enhanced by Basic education				
10.	High moral standard is provided for in basic education				

Teachers' responses to these 10 items were used for the analysis to answer the question.

Table 2 shows the 10 items on quality basic education on which teachers responses were collected and analyzed to answer the question. From table 1, the average response of teachers' on quality of basic education in Nigeria is 22.8 with standard deviation of 1.4. The score of 22.8 is equivalent to 2.28 (ie. 22.8 divided by 10). And 2.28 is approximately 2.0. Therefore, on 4 point scale of SA = 4,

A=3, D=2 and SD=1. Because 2.0 represent disagreement, we have a tendency to conclude that the teachers disagree that there is quality basic education in Nigeria. And this conclusion is unanimous since standard deviation is 1.4.

Research question 3

What is the degree of relationship between teachers' responses to commercialization of education and quality education in basic level of education in Nigeria?

Table 3: Summary of Correlation Statistic

Variable	Commercialization	Quality
Commercialization	1	0.67
Pearson scale sign (2 tailed) N	420	420
Quality	0.67	1
Pearson scale sign (2 tailed) N	420	420

From Table 3, the Pearson product moment analysis showed that the degree of influence of teachers' views on commercialization of education on quality basic education is -0.67. This value revealed that there is moderate negative influence of commercialization of education on quality of basic education in Nigeria. And that about 0.45% variance in quality basic education can attributed to influence of commercialization of education.

Discussion of Result

The perceptions of teachers of commercialization of education as a correlate of quality basic education in Nigeria were studied. The findings for the first research question revealed that the teachers agree that there is commercialization of education in Nigeria. And that the choice is unanimous among them too. This result is supported by several researchers nationwide and internationally. Schrum (2002) argues that commercialization in education within the United States of America has been influenced by the perceived reduction in the funding of educational establishments during a time of rising prices and expectations. This has led to schools being asked to search out their own funding that has turned school directors into fundraisers. Another facet of commercialization is the involvement of business companies that have invaded schools with advertising schemes disguised as funding for the schools in the kind of advertising in schools buses, support of school sports activities etc.

Writing concerning commercialization of education in India, Tejawasi (2010) argues that education was always one thing that was driven by devotion and thought, a scenario that has changed with the appearance of commercialization. He argues that the current commercial education system manufactures solipsists but does not nurture altruists and as a result India has become a mud pool where educational establishments proliferate like mushrooms several of that became clubs for

incompetent children. It is conjointly argued that the commercialized brand of education has affected the teaching profession by making people to look at the profession as simply another job that pays and feeds them. Consequently, several leaders have developed indifference towards their jobs close with demands of money-mongering establishments that they work in.

Similarly, the finding of the study on whether or not there is quality basic education in Nigeria revealed that teachers unanimously disagreed to such claim. The position of the teachers is in line with contemporary scholars on quality education; among such are Twebaze (2015) who opined that whereas the function of education is to show one to think intensively and critically, education that stops with efficiency could prove the best menace to society because the most dangerous criminal is also the person gifted with reason but no morals. Sahu (2013) reported that commercialization of education has led to the sale of the education services with a profit motive at the expense of quality.

Finally, that there is a moderate negative influence of teachers' perceptions of commercialization of education on quality of basic education in Nigeria could sound bizarre to proponents of liberalization of education, particularly proprietors of schools who claimed that this has increase quality. but to Les-Leba (2014), private investment in education can usually be driven by profit motive and if basic education is left only in the hands of entrepreneurs, the fundamental right to

education could only be available to the tiny elite class who will afford it while the bulk of citizens who are financially challenged can stay uneducated and become social liabilities who could who could even retard wealth creation. Sahu (2013) argues that commercialization of education has led to the sale of the education services with a profit motive at the expense of quality.

Conclusion

From the results of the study it was concluded that teachers' perceptions on commercialization of education correlated negatively with quality basic education in Nigeria.

Recommendations

The following were suggested that

1. The government should rise up to its responsibilities of providing quality education to its citizenry
2. That the inspectorate division charged with control of the private schools should be overhaul to be more effective in its duties.
3. School proprietors found wanting should be punished to serve as warning to others who may wish to do the same.

References

- Bhatia.N. (2014).Education-Problem or Solution?www.nitinbhatia.in/views/education-problem-orsolution/

Teachers' Perception of Commercialization of Education as a Correlate of Quality Basic Education in Nigeria - Rev. Dr. Clement Ifeanyi Enunwah and Ogar A. Eyam

- Chijioke, O. (2014). Gambian Minister Decries Commercialization of Higher Education in Africa. *News Agency of Nigeria*. www.nannewsnigeria.com
- Chorney, T. T. (2010). *The Commercialization of Higher Education as a Threat to the Values of Ethical Citizenship*. Halifax :Mellen Press
- Dewey, J. (1934). Individual Psychology and Education. *The Philosopher*, 12,1934. Education. State university.Com. (2015).Uganda; History Background.[www. Education.Stateuniversity.Com](http://www.Education.Stateuniversity.Com).
- Farooq, U. (2012). What is Education; Meaning and Purpose. <http://www.studylectures.co>
- Federal Ministry of Education (FME) (2014). National policy on education. Lagos: Federal Government Press.
- Kuehn, L. (2003). Whats wrong with Commercialization of Public education? *Teacher News Magazine*. Vol. 15, Number 4, March 2003.
- Kukunda, E,B. (2002). Privatisation 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*. www.netjournals.org.
- Les Leba.(2014). Commercialization of Education and the Storm Ahead. *National Perspectives*.www.vanguard.co/2014/05/commercialisationeducation-storm-ahead/
- Millenium Project (2006).Millennium Development Goals. ww.unmillenniumproject.org/goals/
- Mishra, M. (2012). The Horrendous cost of Commercialization of Education. *Times of India*. Times Internet Ltd. m. Times of India.com
- Sahu, A. S.(2013). The Commercialization of Education in India: Lies in the Constitution. Snash.blogspot.com/2013/03/the-comm.
- Schrum, L. (2002). Education and Commercialization; Raising Awareness and Making Wise Decisions. *Contemporary Issues in Technology and Teacher Education*. 2(2), 170-177
- Tejawasi, A. (2010). Gurus in Commercial India. www.youthkiawaaz.com/2010/10/gururs-incommercial-india/.UN Committee (2014). Privatization in Education in Uganda.www.right-to-education.org/news/un-committee

Teachers' Perception of Commercialization of Education as a Correlate of Quality Basic Education in Nigeria - Rev. Dr. Clement Ifeanyi Enunwah and Ogar A. Eyam

Twebaze, R. M. (2015). Commercialization of Education in Uganda: causes and consequences. International Journal of Recent research Vol.6, Issue, 7, 5107-5112
www.recentscientific.com

UNESCO, (2015). The Right to Education- Law and Policy Review Guidelines, p.12, 201

APPENDIX

QUESTIONNAIRE ON COMMERCIALIZATION AND QUALITY EDUCATION (QCQE)

Dear respondent,

This instrument is designed to determine commercialization of education as a correlate of quality basic education in Nigeria. Please answer this question truthfully by ticking [] as your responses shall be treated with confidence. The key is as follows: Strongly agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1.

SECTION A

NAME OF SCHOOL: _____

TEACHING EXPERIENCE IN YEARS: _____ SEX: Male [] Female

[]

QUALIFICATION: NCE, First degree and Higher degrees

Teachers' Perception of Commercialization of Education as a Correlate of Quality Basic Education in Nigeria - Rev. Dr. Clement Ifeanyi Enunwah and Ogar A. Eyam

SECTION B

INSTRUCTION: Read the following statement and tick appropriately.

S/N	STATEMENT	SA	A	D	SD
A.	Quality of Education				
1.	Basic Education is available for both male and female child				
2.	Local languages are used in Basic Education				
3.	Learner's interest is covered in Basic education				
4.	Teaching is learner centered				
5.	Individual differences are considered in Basic Education				
6.	There is a policy on Education for continuity				
7.	Cognitive and non-cognitive skills are covered in Basic education				
8.	Physically challenged children are served by basic education				
9.	High cognitive achievement is enhanced by Basic education				
10.	High moral standard is provided for in basic education				
B.	Commercialization of Education				
13.	Most private schools are managed by sole proprietors alone				
14.	Basic education are exploitative in operation				
15.	Many schools are miracle examination centers				
16.	Schools are advertised in public media as business enterprises				
17.	There exist unhealthy competition among schools				
18.	Headship of government schools are lobbied for instead earned				
19.	Most media advertisement content of schools are fake				
20.	School fees hike is common in basic education				