



IMPACTS OF PRIVATE COLLEGES OF EDUCATION SELF-FINANCING ON LECTURERS' JOB COMMITMENT.

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Abstract

This paper examined the impacts of private Colleges of Education self- financing on lecturers' job commitment. The research design was the ex-post-facto design. The study was guided by three research questions. The population comprised all the academic staff in some selected private Colleges of Education in north central, Nigeria. The instrument used for data collection was a structured questionnaire titled _Questionnaire on the Impact of Private Colleges of Education Financing themselves on Lecturer Job Performance (QIPCEFLJP). The instrument was subjected to face and content validity by experts with a reliability coefficient of 0.78 obtained through Cronbach Alpha reliability estimates. The instrument was administered personally by the researcher while data collected was analyzed in relation to the research questions using mean and standard deviation. The benchmark for the acceptance value for each item was 2.5 and above. The study revealed that private Colleges of Education self-financing affect lecturers job commitments as it affects their salary and job security. It was recommended that government should intervene to assist the private Colleges of Education in funding through donations and provision of facilities through TETFund.; better pay scale or standard with annual increments should be set for academic staff and policies against willful termination and disengagement should be put in place to discourage employers in private Colleges of Education from doing so at will.

Keywords: Private Colleges of Education, self – financing, Job Commitment.

Introduction

Education is a general service which is expensive. It therefore requires adequate financial provision from all tiers of government for a successful implementation of Education programmes (FRN, 2013). The government alone cannot adequately finance education and one of the ways to enhance private sector contribution to education is by encouraging the establishment of private institutions like the Private Colleges of Education. Presently, there are 152 federal Colleges of Education, 54 State Colleges of Education and 82 Private Colleges of Education across Nigeria.

However, the teacher is crucial to both the quality of education and national development. To ensure quality and uniformity in the administration of Colleges of Education, the National Commission for Colleges of Education was established by an act in 1989. Its mandate includes; the laying

down of standard for all programmes of teacher education, accreditation, certification and academic awards including approval of gridlines for accreditation (Salisu and Olusanya, 2017)

The National Policy on Education, (2013), recognized the place of the teacher as it states that _ —no education system can rise above the quality of its teachers. Hence, the roles of the teachers in nation building cannot be over emphasized as the task of nation building lies heavily on Education. There is therefore need for teacher education programme to be supported financially if the goals must be achieved. For example, funds are needed to secure the necessary training facilities, lecture room, laboratories, libraries and other facilities. The salaries of staff cannot be paid regularly if there is shortfall in the financial allocation to institutions. Hence, Jageoba and Atanda (2005) emphasized that quality cannot be achieved without the



required input, especially sufficient funds. Sufficient funds must be released regularly to Colleges of Education to service all the programmes

In Nigeria, federal Colleges of Education is funded by the federal government. While the state government funds the state Colleges of Education through government subventions, TETFund, students school fees, consultancy services, school cybercafé. The case of the private Colleges of Education is different as they are self-financing. According to Cambridge dictionary, the term self-financing means paid for only by the money that an activity produces.

Self-financing institutions according to Singh and Sudarshan (in Byju and Kannan 2018), implies those institutions that are managed by private funds and private management with an apparent motive of commercialization. A self-finance college of education in Nigeria is one which does not receive any financial aid or grant from the government. Such an institute finances itself through fees paid by the students who enroll for the courses and may get private finances from other sources, such as a corporate house, etc (Swara, in Byju, & Kannan, 2018). This means they are mainly funded by students' school fees and other levies on students. This had however brought untold struggles on proprietors who depend largely on the funds generated from the school fees and other levies while lectures are at the receiving end.

Whether a Colleges of Education is public or private, it is regulated by the same regulatory body, National Commission for Colleges of Education (NCCE); which are set to perform their mandate on Colleges of Education.

The roles of Colleges of Education lecturer therefore are mainly to teach, carry out relevant research and be involved in community service. The delivery of these mandates with clear analysis to a satisfactory level determines the success of the individual lecturer in terms of achieving personal goals and the organizational (Colleges of Education) goals. Hence, success is attained (both individual and organization) when the level of commitment is high.

Job Commitment is the feeling of responsibility that a person has towards the mission and goals of the organization. When a lecturer is committed to his job, he is more likely to perform tasks and responsibility that will help the College of Education to achieve her goals (Byju and Kannan, 2018). This is because, teaching as a profession requires personal commitment to maintain enthusiasm for being actively involved in the work (Day, 2000, 2004). Commitment is defined as a high level of attachment to an organization, activity or person., but in this study, to the institution. The National Policy on Education recognized the place of commitment when it stated that one of the goals of teacher education shall be to enhance teachers' commitment to the teaching profession (FRN, 2013).

Therefore, lecturers commitment is thought to be important because it is seen as significant in achieving quality teaching, the ability to adapt to change, lecturers' attendance, organizational 'health' of the institution and students attitudes and learning outcomes (Firestone, 1996 ; Graham 1996).

Therefore, the factors that affect lecturers' commitment include; • Compensation, salaries, benefits, reimbursements

- Job security – retirement, relocation cost etc.
- Emotional factors; this includes mental health, enthusiasm, stress burnout, positive attitude, frustrations etc.
- Inservice Training; Induction, professional development intensive support etc.
- Preservice preparation; skills and abilities necessary to teach, knowledge of subject matter, preparation for diverse classroom setting, preparation for organizing tasks etc.
- Motivation; this could be in form of incentives, moral suasions, verbal encouragement, awards and recognition.

Chiang and Birtch (2008), noted that rewards help to attracts, retain and motivates employees to deliver the action plan and



motives of the organization and it is what an employee value in exchange for his or her contributions. In most cases, the rewards bring about loyalty and commitment of lecturers towards the aims and goals of the institutions. Nakawach (2005) opined that those rewards are economic gains that one secures from a job. Examples include, salaries, job bonuses, allowances, fringe benefits etc. Cole (1997), emphasized that the constant provision of monetary rewards do contribute to employees' commitments and loyalty, greater job performance and stability on the job.

In the private Colleges of Education, lecturers are not so concerned about non-monetary rewards but they are specifically more worried when their salaries are delayed because of the private nature of the institutions. (Byju, and Kannan). Hence, Ayeni (2008) is of the opinion that delay in the payment of lecturers' salaries often lead to displeasure and may results in lecturers not willing to discharge their academic responsibilities. This is because they rely on the payments to sustain themselves and their families. Hence, the security of the job is paramount for their sustainability.

In the light of this, job security plays a vital role in lecturers job commitment. Job security is concerned with the sense of feeling and knowing that ones' job is safe from being cut off at will. Job security is an assurance that one will be able to work for a foreseeable future. It is a feeling of protection against layoffs even during economic downfalls. This study is therefore situated on Frederick Herzberg's motivation-hygiene theory; as factors which causes job dissatisfaction are job insecurity, irregular salary etc. Ogieva, (2019), opined that the feeling of having secured Job motivates lecturers to high performance and commitment to their roles and responsibilities. Hence job security guilds positive and proactive culture in the work place. Again Byju, and Kannan (2018), who studied job satisfaction among teachers, opined that unaided self-financing colleges discovered that there is a general feeling of job insecurity among them as there is no specific or general acceptable rules and regulations for appointment, pay scale, increments and job termination. These factors according to them,

may reduce job commitment and cause some dissatisfaction in the minds of the teachers.

To what extent therefore are lecturers having a feeling of their job security? This extent will go a long way to enhance their job commitment in the self-financing Colleges of Education.

In the light of the above, job insecurity can lead to stress which could hinder the commitment and performance of lecturers. Job insecurity stress is a psychological and emotional response to the uncertainty and fears associated with the possibility of layoffs or facing the reduction in pay or benefits.

Purpose of the study.

The main purpose of this study is to examine the implications of private Colleges of Education self- financing on lecturers' commitment.

The objectives of the study therefore, include to;

1. Ascertain the effects of private Colleges of Education self-financing on the payment of lecturers' salaries.
2. Determine the influence of private Colleges of Education self-financing on lecturers' job security.

Research Questions

To guild the study, the following research questions were raised;

1. How do self-financing influence the payment of lecturers' salaries in private colleges of Education, Nigeria?
2. How do private colleges of Education self-financing affects lecturers job security?

Methodology

The research design used for this study was the expo facto research design. The population of two hundred and thirty-one (231) respondents were used for the study in some selected private Colleges of Education in north central Nigeria; through convenience sampling technique. The structured questionnaire which was developed by the researcher instrument titled —Questionnaire on the Impacts of Colleges of Education self-financing on Lecturers Commitment (QLCOESLC) was used for data collection.



The instrument was subjected to content validity with a reliability coefficient of 0.78 obtained through Cronbach Alpha Reliability estimates. The instrument was administered by the researcher while the data collected was

analyzed in relation to the research questions, using mean and standard deviation. The benchmark for the acceptance value for each item was 2.50 and above.

Analysis

Table 1: Influence of private Colleges of Education self-financing on the payment of lecturers' salaries.

S/N	Items	X	SD	Remark
1	Salaries are paid regularly	2.16	.895	Disagreed
2	Salaries are adequate compared to public COE	2.14	1.057	Disagreed
3	Salaries are not delayed	2.43	.984	Disagreed
4	Staff salaries is commensurate with their qualifications and years of experience	2.44	1.136	Disagreed
5	Low staff growths in brings about increase in salaries	2.36	1.190	Disagreed
	Total	2.31		Disagreed

The result in table 2 above, showed that the majority of the respondents agreed that items 1 to 6 at a mean range of 2.14 to 2.45. The result from the table further showed that the overall mean score was 2.31 the result therefore, indicates that self-financing influence the payment of staff salaries in the private Colleges of Education.

Research Question 2: Research Question 1: How do self-financing influence the payment of lecturers' salaries in private Colleges of Education in north central Nigeria.?

Table 2 : Effects of private Colleges of Education self-financing on lecturers Job security

S/N	Items	X	SD	Remark
1	Communication b/w lectures and management is often encouraged	2.41	.978	Disagreed
2	The school often increase training opportunities	2.46	1.012	Disagreed
3	Management supports and appreciates professional development Of academic staff	2.41	.978	Disagreed
4	Policies to protect workers job is put in place	2.39	1.170	Disagreed
5	There is good relationship b/w management and lecturers	2.59	1.071	Disagreed
6	Lecturers Generally nurses fear about loosing their job	3.23	.845	Agreed
7	Termination of appointment looms in the school	3.00	.944	Agreed
8	Low enrollment breeds fear of job insecurity among lecturers	2.59	1.309	Agreed

Result in table 3 above showed that the majority of respondents disagreed on items 1 to 5 with a mean score ranging between 2.39 -2.45 and the overall 2.45 mean while items 6 to 9 ranges between 2.53 and 3.23 with overall mean of 2.94. This revealed that self-financing affect lecturers job security.



Summary of Findings

Based on this study, the following findings were made;

1. Lecturers' salaries which is a variable of job commitment is influenced by the amount of funds realized internally from school fees, levies and other IGR.
2. Job security (a variable of job commitment) is influenced by funds generated from school fees, levies and other IGR.

Conclusion

Private Colleges of Education self-financing affects lecturers Job commitment; in the area of salaries and job security as salary and job security are some of the variables of job commitment. This study revealed that lecturers in the private Colleges of Education are not so committed due to low and irregular salaries as well as low sense of job security.

Recommendations

Based on the findings, it was recommended that;

1. The government should intervene to assist the private Colleges of Education in funding through donations and provision of facilities through TETFund.
2. Better pay scale or standard with annual increments should be set for academic staff and this must be monitored to ensure compliance.
3. Policies against willful termination and disengagement should be put in place to discourage employers in private Colleges of Education from doing so at will

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