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Managing Teacher Education in an Era of Economic Recession in Imo State

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Abstract: This paper examined managing teacher education in an era of economic recession in Imo State, Nigeria. A descriptive survey design was adopted for the study. The population of the study consisted of 6,136 teachers in 430 public secondary schools in Imo State. The sample size of 376 was determined using Taro Yamane formula and the stratified sampling technique was used to identify the sample size. The instrument 'Managing Teacher Education in an era of Economic Recession Questionnaire' (MTERQ) was used. The instrument items were designed and validated by the researcher. The internal consistency was 0.76 using Pearson Moment Correlation Coefficient (r) to calculate the results. The finding revealed among others that the strategies for managing teacher education in an era of economic recession in Imo State include: focusing on the use of ICT to access and create information than relying on when library will be stocked with books with current information; encouraging teachers collaboration with other educators to learn how to implement new technology in classroom to equip them enter the global economy; promoting public-private partnership other than traditional methods of donations; adopting special lotteries for raising fund for teacher education; soliciting for NGOs and community participation in the provision resources; harnessing the state potentials in the area of arts/crafts, film industries to raise fund and other materials; and ensuring innovative skills, critical thinking on ways to tackle problems is held paramount by colleges and individual teachers. Based on this finding, the writer recommends that government at all tiers and college authorities should explore alternatives as identified by this study and as well enter into partnership with private organizations, NGOs and communities in the provision of material and financial resources for the management of teacher education programme in a period of economic recession.

Keywords: Teacher Education, Economic Recession, Managing Teacher Education.

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INTRODUCTION

Education has been described as a veritable tool which helps in the actualization of development in a given economy or country. Generally, education has been viewed as the key that unlocks the growth and advancement of any society. It is perceived and inculcated by persons of different, ages, background, needs and objectives for sustainable development. The potency of education is more evident in its globalization trends imbued with instrumental values of nurturing productive citizens for sustainable development and democracy. Education has been recognized as a process of imparting knowledge, skills and attitudes to the learners. The increasing consciousness of the importance of education in the upliftment of the persons and societal standards has awakened in individuals and nations a sensible effort at devoting their insufficient resources to getting qualitative education. The Federal Republic of Nigeria (2013) asserts that no nation can achieve economic, social and technological progress

and self – sufficiency without a good system of education to sustain its achievement.

However, it has been observed that what creates an interesting experience and a great system of education rest on the quality of teachers that are available in the system. The effectiveness of any educational programmes is predicted by the quality of human resource personnel such as the teacher. Therefore, in order to attain and realize any socio-political, economic and scientific development in a nation, there is the need for teacher education so as to equip teachers with the desired skills, knowledge, proficiency and commitment, as well as empower and authorize them to perform their roles professionally.

Teacher education is geared towards empowering teachers with skills, knowledge and attitude considered desirable in order to make them effective and efficient in the discharge of their duties, in

line with the need of the society. It has to do with training and or education taking place before the beginning of service (pre-service) and during service (in-service or on-the-job). Every society or nation needs adequate resources to advance its social organization, preserve its identity and culture, enhance economic activities and reform the political structures. The precondition required for quality manpower development, creation of wealth, survival in life and service to humanity is anchored on education. Hence, teachers have significant role to play even in an unstable economic situation to adequately prepare the young ones to take up their rightful position in the society in order to actualize national objectives.

In the face of unstable and recessing economy in Nigeria, there is need to effectively manage teacher education to enable them acquire skills and competencies that will help them address ailing problems associated with teacher education and as well achieve the objectives of education as stipulated in National Policy of Education. In an era of economic crunch especially in Nigeria education is adversely affected. Education is usually one of the last budget areas to be cut. Nigeria is a market economy where the cost of living is often on the increase. Because of the effects of the market forces, both the government and the citizens have become weary of the effects it is having on the cost of funding and acquiring teacher education.

The teachers, who are the depository of knowledge, must not only have a compliment of teaching aids and other materials, but must be appropriately trained and remunerated in order to get maximum productivity from them. To make the work of the teachers easier and more productive, it is important that they are equipped with appropriate skills and knowledge. Teachers play a pivotal role in the actualization of educational goals and objectives and therefore they require maximum attention and appropriate management for the actualization of greater result in the educational sector. Lack of trained teachers has posed a greater challenge in previous effort to reposition teaching profession to enhance teacher's productivity, and one of the major problems that have been link to this situation is the dwindling economy of the country which has affects budgetary allocation of education. There is no doubt that lack of effectiveness, productiveness and competence have resulted to poor output of school students, increase in the rate of school drop outs, cultism, exam malpractice, graduates who cannot read or write, etc.

Conceptual Clarifications

Managing

The word managing is a verb which is the present participle of manages. To manage as indicated in the Oxford Advanced Learners Dictionary of Current

English (7th Edition) means being able to tackle difficult problem, planning, organizing, controlling, directing and coordinating activities to achieve desired result. According to Peretomode (2012), management is a process involving formulation of strategies, plans, policies and programmes with a view of achieving set organizational goals. In the view of Nwagwu in Archibong (2011), management has to do with planning and administration of all activities and programmes in an organization.

Teacher Education

In order to understand the concept of teacher education, it is imperative to define who a teacher is. A teacher is defined as a professional, who imparts knowledge and skills, learning experiences at his or her disposal to stimulate, guide, direct and facilitate learners to acquire adequate mastery of the skills being imparted (Akindutire & Ekundayo, 2012). The teacher has remained an interesting social factor in every society starting from when itinerant teachers went from house to house to educate the children of nobility and courts of kings. Beginning from Contucius (561 BC) who was the first private teacher in history, the teacher has been noted for the impartation of wisdom, helping in the development of sense of responsibility and character in learners. Ajayi, (2004) defined a teacher as someone who causes learning to take place; someone who imparts knowledge, skills, values and attitudes to a group of learners. Therefore, from the definitions above, it can be deduced that a teacher is an individual who helps the learners often in a school, as well as in a family, religious and community setting to acquire knowledge and skills in order to function effectively in his environment. In other words, learning cannot take place without the help of a teacher even though he or she may not be physically present; he or she is indirectly represented by the medium through which learning can take place or knowledge and skills transferred.

In view of the above, teacher education is a programme of education, research and training of persons to teach from pre-primary to higher education level. It is a programme that is organized for the development of teacher proficiency and competence, to enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Adewuyi and Ogunwuyi (2002), teacher education is the provision of professional education and specialized training within a specified period for the preparation of individuals who intends to develop and nurture the young ones into responsible and productive citizens. It is informed by the fact that teaching is an all-purpose profession which inspires the development of mental, physical and emotional powers of learners. Such educated individual would be sensitive and equipped with peaceful co-existence, environmental management and democratic processes.

The program of teacher education in 1906 to 1956 was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited, but today teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

- Teaching skills include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.
- Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.
- Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

The incorporation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, consequently encouraging holistic development.

Economic Recession

Nigeria as a country is plagued into economic recession owing to the anomalies of fund mismanagement and lack of good-will in prioritization of achieving the set objectives in the National Policy of Education. The concept economic denotes a heavy negative undertone in the writings of many concerned academicians, well-meaning Nigerians and corporate bodies. Noko (2016) defines economic recession as a negative real GDP growth rate for two consecutive quarters. The National Bureau of Economic Research (2008) defines recession as a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in a rural gross domestic (GDP), real income, employment, industrial production and wholesale-retail sales. Thus, it is a collapse in real GDP - it is envisaged as a general downturn or fluctuation in any economy. The major causes to economic recession are seen as poor economic planning, high inflation rate, high-interest rate, policy conflict and high taxation. This scourge has not only spread to economic activities of buying and selling, but as well several sectors of the economy such as

education which has affected teachers education. Bamigboye, Adeyemi and Ede (2016) identified budget cuts to education as one of the effects of dwindling economy. Other effects include, rapid increase in graduate unemployment, lack of teaching equipment and materials due to high cost, lack of motivation on the part of the teachers due to delay in salary and allowances payment.

Statement of the Problem

The expansion witnessed in the last two decades in the Nigerian educational system is unprecedented. This is as a result of increased number of schools, size of schools, physical facilities, enrolment, curriculum, personnel and policy decisions. However, the economic depression brought about by the oil glut of the 1980s till date still has its grip on the Nigerian educational sector. Indisputably, the sector has not recovered fully from the undying effect it had from economic recession of 2015 and that of Covid-19 pandemic in 2020. Since then, there has been increasing evidence of financial constraints coupled with the proportion of government budget and GNP available to education financing. The resources available to the government have failed to cope with the growth and demands of the sector in current times. In addition to this, is the accelerating cost of financing education which has positioned the government in a sort of serious dilemma? Without doubt, therefore, the push-pull effect of the economy on government resources which impact on available funds for education, continue to wreak havoc on the education sector. The situation has worsened in Nigeria due to the prevailing situation of the economy.

Schools have become a centre for unproductive attitudes such as absenteeism, lack of seriousness to duty, lateness for work, and refusal to participate in retraining programmes, workshops, seminars and lectures. This development has been a major source of concern to parents, teachers, administrators and other stakeholders in the education sector. The teachers' potentials cannot be fully realized without providing them with improved knowledge and skills. Hence, there is therefore the need for creative and innovative steps in the management of teacher education irrespective of the state of the economy.

Purpose of the Study

The main purpose of this study is to examine managing teacher education in an era of economic recession in Imo State, Nigeria. Specifically, the objectives seek to explore the following:

1. Needs for managing teacher education in an era of economic recession in Imo State.
2. Strategies for managing teacher education in an era of economic recession in Imo State.
3. Challenges confronting teacher education in an era of economic recession in Imo State.

Research Questions

The following research questions guided this study:

1. What are the needs for managing teacher education in an era of economic recession in Imo State?
2. What are the strategies for managing teacher education in an era of economic recession in Imo State?
3. What are the challenges confronting teacher education in an era of economic recession in Imo State?

Research Hypotheses

1. There is no significant difference between mean rating score of male and female teachers on the needs for managing teacher education in an era of economic recession in Imo State?
2. There is no significant difference between mean rating score of male and female teachers on the strategies for managing teacher education in an era of economic recession in Imo State?
3. There is no significant difference between mean rating score of male and female teachers on the challenges confronting teacher education in an era of economic recession in Imo State?

METHODOLOGY

Descriptive survey design was employed in the study. According to Nwankwo (2013), descriptive survey is a design in which the researcher collects data from the large sample, drawn from a given population and describes certain feature of the sample as they are at the time of study and which are of interest to the researcher without manipulating any independent variables of the study. The study sought the opinion of

teachers regarding managing of teacher education in an era of economic recession in Imo State, Nigeria. The population consists of 6,136 teachers in 430 public senior secondary schools in Imo State, Nigeria. Source: Secondary Educaion Management Board, Owerri, 2019. The sample size of 376 was derived using the Taro Yamen’s formula, while a stratified sampling technique was adopted to select 5 local government areas (3 urban and 2 rural), from which the sample size was selected. The instrument used titled ‘Managing Teacher Education in an era of Economic Recession Questionnaire’ (MTERQ). The instrument was structured with a four point modified Likert rating scale of Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD) to elicit information from the respondents, and was validated. Using test-retest method, the reliability test was calculated with Person’s Product Moment Correlation, which yielded an index of 0.76. Mean scores and standard deviation were used to answer the research questions, and z-test to test the hypotheses at 0.05 alpha significant level.

RESULTS

As part of data collection efforts, the researcher designed and distributed questionnaire items, which were given to 376 senior secondary school teachers in Imo State. Three hundred and fifty-eight (358) copies were retrieved and found suitable for analysis, resulting in 95 percent response rate.

Research Question One: What are needs for managing teacher education in an era of economic recession in Imo State?

Table-1: Weighted Mean and Standard Deviation Scores of Male and Female Teachers on the Needs for Managing Teacher Education in an Era of Economic Recession in Imo State

S/N	Items	Male n=147		Female n=211		Mean set (x ₁ x ₂)	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1	To avoid the teachers the opportunity to obtain the license and requirement for teaching profession.	3.22	1.50	3.75	1.05	3.49	Agreed
2	It will equip prospective teachers with the relevant skills and knowledge to address present day issues in education.	3.04	1.98	3.32	1.11	3.18	Agreed
3	Teachers education will help to achieve national goals of education.	3.34	1.49	3.78	1.89	3.56	Agreed
4	It will enable teachers execute classroom task of educating learners given the available resources.	3.25	1.96	3.63	1.90	3.44	Agreed
5	Teacher education will enlighten the teachers to be productive despite any challenging economic reality	3.57	1.73	3.58	1.08	3.58	Agreed
Aggregate Mean/ Standard Deviation		16.42	8.66	18.06	7.03	17.25	
Average Mean/ Standard Deviation		3.28	1.73	3.61	1.41	3.45	

Data on Table 1 show that all items (1-5) had weighted mean scores above the criterion mean of 2.50 and were adjudged on the needs for managing teacher education in an era of economic recession in Imo State. In summary, with an aggregate weighted mean of 3.45 which is above the criterion mean of 2.50, the respondents agreed that the needs for managing teacher education in an era of economic recession in Imo State is because it will afford the teachers the opportunity to

obtain the license and requirement for teaching profession; equip prospective teachers with the relevant skills and knowledge to address present day issues in education; help to achieve national goals of education; enable teachers execute classroom task of educating learners given the available resources; and enlighten teachers to be productive despite any challenging economic reality.

Research Question Two: What are the economic recession in Imo State? strategies for managing teacher education in an era of

Table-2: Weighted Mean and Standard Deviation Scores of Male and Female Teachers on the Strategies for Managing Teacher Education in an Era of Economic Recession in Imo State.

S/N	Items	Male n=147		Female n=211		Mean set (x ₁ x ₂)	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
6	Use of ICT to access and create information than relying on when library will be stocked with books with current information.	3.71	1.20	3.73	1.35	3.72	Agreed
7	Encouraging teachers collaboration with other educators to learn how to implement new technology in classroom to equip them enter the global economy.	3.54	1.28	3.32	1.01	3.43	Agreed
8	Promoting public-private partnership other than traditional methods of donations.	3.31	1.09	3.78	1.19	3.55	Agreed
9	Adopting special lotteries for raising fund for teacher education.	3.24	1.23	3.43	1.11	3.34	Agreed
10	Soliciting for NGOs and community participation in the provision resources.	3.51	1.71	3.58	1.08	3.54	Agreed
11	Harnessing the state potentials in the area of arts/crafts, film industries to raise fund and other materials.	3.11	1.12	3.43	1.33	3.27	Agreed
12	Ensuring innovative skills, critical thinking on ways to tackle problems is held paramount by colleges and individual teachers.	3.23	1.34	3.27	1.31	3.25	Agreed
Aggregate Mean/ Standard Deviation		23.11	8.97	24.54	8.38	23.83	
Average Mean/ Standard Deviation		3.30	1.28	3.51	1.19	3.41	

Data on Table 2 show that all items (6-12) had weighted mean scores above the criterion mean of 2.50 and were adjudged on the strategies for managing teacher education in an era of economic recession in Imo State. In summary, with an aggregate weighted mean of 3.41 which is above the criterion mean of 2.50, the respondents agreed that the strategies for managing teacher education in an era of economic recession in Imo State include: use of ICT to access and create information than relying on when library will be stocked with books with current information; encouraging teachers collaboration with other educators to learn how to implement new technology in classroom to equip them enter the global economy; promoting

public-private partnership other than traditional methods of donations; adopting special lotteries for raising fund for teacher education; soliciting for NGOs and community participation in the provision resources; harnessing the state potentials in the area of arts/crafts, film industries to raise fund and other materials; and ensuring innovative skills, critical thinking on ways to tackle problems is held paramount by colleges and individual teachers.

Research Question Three: What are the challenges confronting teacher education in an era of economic recession in Imo State?

Table-3: Weighted Mean and Standard Deviation Scores of Male and Female Teachers on the Challenges Confronting Teacher Education in an Era of Economic Recession in Imo State.

S/N	Items	Male n=147		Female n=211		Mean set (x ₁ x ₂)	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
13	The poor perception of some individuals in the society about teacher education.	3.71	1.20	2.99	0.95	3.35	Agreed
14	Non-professionalization of teaching in the country leading to neglect of the teacher education programme.	3.14	1.21	3.31	1.61	3.23	Agreed
15	The issue of attrition in the teaching force as a result of unstable state of the economy.	2.62	0.91	2.88	1.01	2.75	Agreed
16	Unsatisfactory knowledge on the use of information communication technology (ICT).	3.11	1.13	2.73	0.98	2.92	Agreed
17	Breach of professional ethics of teaching as a result of challenging economic reality.	3.59	1.62	3.21	1.18	3.40	Agreed
18	Role conflict of teachers in the discharge of their duties in order to make ends meet.	3.24	1.51	3.37	1.67	3.31	Agreed
19	Fruitless policy implementation resulting to awful low performance of teachers' graduates from institutions of higher learning.	3.12	1.87	3.36	1.43	3.24	Agreed
20	Problem of inadequate funding of higher institution to cater for teacher education.	3.27	1.54	3.01	1.71	3.14	Agreed
Aggregate Mean/ Standard Deviation		25.80	10.99	24.86	10.55	25.33	
Average Mean/ Standard Deviation		3.23	1.37	3.11	1.31	3.17	

Data on Table 3 show that all items (13-20) had weighted mean scores above the criterion mean of 2.50 and were adjudged on the challenges confronting teacher education in an era of economic recession in Imo State. In summary, with an aggregate weighted mean of 3.17 which is above the criterion mean of 2.50, the respondents agreed that the challenges confronting teacher education in an era of economic recession in Imo State include: poor perception of some individuals in the society about teacher education; non-professionalization of teaching in the country leading to neglect of the teacher education programme; the issue of attrition in the teaching force as a result of unstable state of the economy; unsatisfactory knowledge on the use of information communication technology (ICT);

breach of professional ethics of teaching as a result of challenging economic reality; role conflict of teachers in the discharge of their duties in order to make ends meet; fruitless policy implementation resulting to awful low performance of teachers' graduates from institutions of higher learning; and problem of inadequate funding of higher institution to cater for teacher education.

Test of Hypotheses

H₀₁: There is no significant difference between mean rating score of male and female teachers on the needs for managing teacher education in an era of economic recession in Imo State?

Table-4: z-test Analysis on the Difference between the Mean Scores Male and Female Teachers on the Needs for Managing Teacher Education in an Era of Economic Recession in Imo State.

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Needs for Managing Teacher Education in an Era of Recessed Economy.	Male	147	3.28	1.73	2	-0.816	±1.960	0.290	0.05	H01 Accepted
	Female	11	3.61	1.41	356					

Table 4 showed that principals have mean and standard deviation scores of 3.28 and 1.73 while teachers have mean and standard deviation scores of 3.61 and 1.41 respectively. With a degree of freedom of 356 at an alpha level of 0.05, the calculated z-value of -0.816 is lesser than the critical z-value of -1.960. Therefore, the null hypothesis was accepted. By implications, there is no significant difference between

the mean ratings of male and female teachers on the needs for managing teacher education in an era of economic recession in Imo State, Nigeria.

H₀₂. There is no significant difference between mean rating score of male and female teachers on the strategies for managing teacher education in an era of economic recession in Imo State.

Table-5: z-test Analysis on the Difference between the Mean Scores of Male and Female Teachers on the Strategies for Managing Teacher Education in an Era of Economic Recession in Imo State

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Strategies for Managing Teacher Education in an Era of Economic Recession.	Male	147	3.30	1.28	2	-1.574	±1.960	0.290	0.05	H02 Accepted
	Female	211	3.51	1.19	356					

Table 5 showed that male teachers have mean and standard deviation scores of 3.30 and 1.28 while female teachers have mean and standard deviation scores of 3.51 and 1.19 respectively. With a degree of freedom of 356 at an alpha level of 0.05, the calculated z-value of -1.574 is lesser than the critical z-value of -1.960. Therefore, the null hypothesis was accepted. By implications, there is no significant difference between

the mean ratings of male and female teachers on the strategies for managing teacher education in an era of economic recession in Imo State, Nigeria.

H₀₃. There is no significant difference between mean rating score of male and female teachers on the challenges confronting teacher education in an era of economic recession in Imo State.

Table-6: z-test Analysis on the Difference between the Mean Scores of Male and Female Teachers on the Challenges Confronting Teacher Education in an Era of Economic Recession in Imo State

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Challenges Confronting Teacher Education in Era of Economic Recession	Male	147	3.23	1.37	2	0.829	±1.960	0.290	0.05	H03 Accepted
	Teachers	211	3.11	1.31	356					

Table 6 showed that male teachers have mean and standard deviation scores of 3.23 and 1.37 while female teachers have mean and standard deviation scores of 3.11 and 1.31 respectively. With a degree of freedom of 356 at an alpha level of 0.05, the calculated z-value of 0.829 is lesser than the critical z-value of 1.960. Therefore, the null hypothesis was accepted. By implications, there is no significant difference between the mean ratings of male and female teachers on the challenges confronting teacher education in an era of economic recession in Imo State, Nigeria.

DISCUSSION OF FINDINGS

The findings of this study revealed that the needs for managing teacher education in an era of economic recession in Imo State is because it will afford the teachers the opportunity to obtain the license and requirement for teaching profession; equip prospective teachers with the relevant skills and knowledge to address present day issues in education; help to achieve national goals of education; enable teachers execute classroom task of educating learners given the available resources; and enlighten teachers to be productive despite any challenging economic reality. The test of hypothesis showed that, there is no significant difference between the mean ratings of male and female teachers on the needs for managing teacher education in an era of economic recession in Imo State, Nigeria. In line with the finding Nwite and Nwankwo (2017), who state that in order for Nigeria to achieve what has been stipulated in its national policy of education given any challenging economic reality, a category of education workers known as teachers need to be employed, trained and equipped with the required present day skills and knowledge to execute the task of educating learners given the resources that are made available to them by the government and other relevant stakeholders in Education.

The findings also revealed that, the strategies for managing teacher education in an era of economic recession in Imo State include: use of ICT to access and create information than relying on when library will be stocked with books with current information; encouraging teachers collaboration with other educators to learn how to implement new technology in classroom to equip them enter the global economy; promoting public-private partnership other than traditional methods of donations; adopting special lotteries for raising fund for teacher education; soliciting for NGOs and community participation in the provision resources; harnessing the state potentials in the area of arts/crafts, film industries to raise fund and other materials; and ensuring innovative skills, critical thinking on ways to tackle problems is held paramount by colleges and individual teachers. The test of hypothesis showed that, there is no significant difference between the mean ratings of male and female teachers on the strategies for managing teacher education in an era of economic

recession in Imo State, Nigeria. In agreement with the findings, Partnership for 21st Century Skills (2008) in Adeosun (2018) and Education Task Force (2017) noted that alternative procedure to manage teacher education in a recessed economy include: focusing on the use of ICT to access and create information than relying on when library will be stocked with books with current information; encouraging teachers collaboration with other educators to learn how to implement new technology in classroom to equip them enter the global economy; promoting public-private partnership other than traditional methods of donations; adopting special lotteries for raising fund for teacher education; beseeching the help of alumni associations; mobilizing diaspora bond; requesting for education venture funds from the government; soliciting for NGOs and community participation in the provision resources; harnessing the state potentials in the area of arts/crafts, film industries to raise fund and other materials; and ensuring innovative skills, critical thinking on ways to tackle problems is held paramount by colleges and individual teachers.

The findings finally revealed that the challenges confronting teacher education in an era of economic recession in Imo State include: poor perception of some individuals in the society about teacher education; non-professionalization of teaching in the country leading to neglect of the teacher education programme; the issue of attrition in the teaching force as a result of unstable state of the economy; unsatisfactory knowledge on the use of information communication technology (ICT); breach of professional ethics of teaching as a result of challenging economic reality; role conflict of teachers in the discharge of their duties in order to make ends meet; fruitless policy implementation resulting to awful low performance of teachers' graduates from institutions of higher learning; and problem of inadequate funding of higher institution to cater for teacher education. The test of hypothesis showed that, there is no significant difference between the mean ratings of male and female teachers on the challenges confronting teacher education in an era of economic recession in Imo State, Nigeria. In consonance with the finding, Ogunyinka, Okele and Adedoyin (2015) noted that in spite of the various recommendations and reforms that targeted repositioning teacher education in the country for optimal performance, the challenges facing teacher education in Nigeria are still numerous. While some of these emerged with the changing socio-economic and political condition of the time, others evolved as a result of government neglect of the education sector especially as it concerns keeping pace with emerging realities, such as, servicing Nigeria's growing population, education demand and needs with matching supply of education services and facilities. Some of these challenges are poor policy implementation, poor conditions of service and brain drain syndrome, insufficient knowledge and use of

information communication technology, and non-professionalization of teaching.

CONCLUSION

The managing of teacher education in Imo State and Nigeria at large had been plagued with several challenges but majorly by poor funding. The situation would further worsen in an era of economic recession if nothing is done to savage the situation. Therefore, authorities incharge of teachers' education should explore alternatives such as mentioned above in managing teacher education in order to assist and complement government efforts.

RECOMMENDATIONS

Based on the findings, the following recommendations were proffered:

1. Government should place priority on quality assurance, provision and management of teacher education, even in a period of economic recession in order to meet need and objectives of teacher education.
2. Government at all tiers and college authorities should explore alternatives as identified by this study and as well enter into partnership with private organizations, NGOs and communities in the provision of material and financial resources for the management of teacher education programme in a period of economic recession.
3. Government and institutions should work hand in glove to ensure that challenges of managing teacher education arising as a result of economic crunch are been addressed.
4. A well define formula on how resources should be distributed through line sectors should be spelt and worked out, so as to cater for teacher education.
5. Government and managers of institution should ensure transparency and accountability at all levels of implementation.

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