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ECONOMY OF SIZE IN KWARA STATE COLLEGES OF EDUCATION

BY

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ABSTRACT

This research aims at exploring ways by which teacher production can be increased at reduced cost in Kwara State College of Education. The population of this study includes all teacher-training institutions at the post-secondary level in Kwara State, and the basic instrument used is the State of the College of Education Questionnaire (SCEQ). The study determined the average unit-cost of training students in Kwara State Colleges of Education; and using Scheffe's method of multiple comparison to determine relationships; it was established that there was a significant relationship between teacher production, average performances and funding. Therefore to enhance greater efficiency to improve the viability of these Colleges and to overcome the inadequacies o scattered Colleges in Kwara State, this study suggests the adoption of "economy of size"

Introduction

Teacher-education is recognized as the key to national development. In Nigeria, like in most countries of the world, the provision of adequate facilities and finance for teacher-education has lagged behind the provisions in other fields of education, with the result that Teacher-Education problems are usually relegated to the background. The Ashty commission report on Nigerian post-secondary Certificate and Higher Education, made recommendations for teacher-education programme to train well equipped non-graduate, professional teachers for the expanding school system. The establishment of these colleges and the indiscriminate establishment of colleges of Education by State Governments have had attendant problems on the viability and quality of graduates from these institutions.

According to the Report of the commission on the Review of Higher Education in Nigeria, headed by Gray Longe, it was observed that institutions had been established, students enrollment has increased, but that all these institutions had found themselves confronted with problems of inadequate funding, poor conditions of service and loss of morale. Despite the lack of adequate funding for higher education, especially for colleges of Education in Kwara State, the State Government established two additional institutions (both of Colleges of Education status) in 1993, at a time the Government was in poor financial position which invariably led to the need to devise const-reduction measures for running the institutions.

Some studies have been carried out on Economy of size; for instance there are Riew (1966) and Popoola (1991) with the aim of approximating the net relationship between school size and per-pupil cost. Also contributing to this subject, Longe commission's Report (1991) observed that unit-cost per student tended to rise with low student enrollment in the federal colleges of education, and that unit cost decreased with increase in the number of students up to 4,000 students and thereafter remains fairly constant.

This study is basically aimed at exploring ways by which teacher-production can be increased at reduced cost and suggest ways by which Kwara State Government can optimize resources provided for teacher-education.

Research design

The correlational method of research is employed for this study. In doing this, the research employs the scheffes (1953) method of multiple comparison which employs a simple and readily understood criterion in the evaluation of the null hypothesis. This study determines if there is any relationship between teacher-production, funding and performances establishing where the difference lies, and also relating budgetary allocation of the Colleges to their enrollment to obtain the average unit-cost of training students.

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Results of Analysis

Table 1

Determining Relationship between Teacher-production, Average Performance and Funding

Colleges	Teacher production	Average performance	Funding
Ilorin	22.48	9.10	3,597.82
Oro	17.56	925	2,941.28
Lafiagi	-	-	2,372.90

Table 2

ANOVA Table for Kwara State Colleges of Education

Sources of variance	Ss	Df	Ms	F
Between Groups	14,980,137.47	2	7,490.068.74	39.87
Within Groups	751,521.98	4	187,880.50	
Total	**15,731,659.45**	**6**		

Tables values of 2, 4 at 05 = 6.94 and .01 = 18.0

The above data shows that there is a significant relationship between Teacher-production, Average performance and funding. To determine where the relationship lies using scheff's multiple comparison method we have;

$$F = \frac{(Xi - Xj)}{Sw^2 + Sw^2}$$
$$ni \quad nj$$

	COMPARISON	F
i.	Teacher production: Average performance	-.0063
ii.	Teacher production: Funding	55.61
iii.	Average performance: Funding	55.02

The values of F required for significance, i.e. 2,4 at 05 = 6.94 and at .01 = 18.0; but F' required for significance at these levels (2,4) is obtained by using for formula; F' = (k- 1) F:

.05 = (3 1) 6.94 = 13.88

.01 = (3- 1) 18.0 = 36.0

From the above therefore, the only comparison that achieves significance is that between phenomena ii and iii, which shows that:

1. There is a low negative relationship between Teacher production and Average Performance in the Kwara State Colleges of Education.
2. There is a high positive relationship between Teacher production and Funding in the Colleges of Education in Kwara State and
3. There is also a high positive relationship between Average Performance and Funding in the Kwara State Colleges of Education.

Furthermore, the unit-cost of training students in the Kwara State College of Education Ilorin shows an increase from N3,940.29k in 1991 to N10,616.01k in 1995. in the College of Education Oro, it rose from N2,368.63k in 1992 to N12,268.98k in 1995; while it was N11,779.02k in1995 at the College of Education (Technical) Lafiagi. On the whole, the unit-cost for training students in Kwara State Colleges of Education in 1995 averages N11,554.67k while there was a great increase from N3,940.29k to N11,554.67k between the years 1991 ad 1995, as opposed to Longe commission's estimate of N4,090.24k for 1991 and N4,472.03k for 1995 based on its annual growth rate of 2.256%

Major findings and their implications

The analysis of data reveals that the value of only two phenomena (Teacher Production: Funding, and Average Performance: Funding) achieves significance. It therefore shows that:

1. There is a low negative relationship between Teacher Production and Average Performance in the Kwara State College of Education.

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2. There will be a reduction in the capital expenditures of the Colleges, as consolidations will result in the provision of extra classrooms that will be maximally utilized, thereby enhancing greater efficiency.

3. Economy of size will make for maximum utilization of personnel, while the administrative staff necessary for large schools will not be large as the total staff strength for several small Colleges.

4. Restructuring of campuses to accommodate particular group of students would enhance enrollment and improve quality of education given.

5. Again, tribes and people will have to forego the prestige associated with having a full-fledged institution of higher learning, and have, in its place, campuses.

Recommendations

This study recommends the adoption of Economy of Size by the Kwara State Government to enhance greater efficiency, improve viability of Colleges of Education in the State and to overcome the inadequacies of scattered Colleges. In adopting this modality, this research accords special attention to cost-factors wherein efforts are made not only to reduce wastage and maximize the use of available resources, but also to consciously reduce the cost of Education in the funding of teachers education in Kwara State.

To achieve this objective, this researcher calls on Kwara State Government to give serious considerations to the following policy recommendations, with a view to implementing them in order to save teacher education from the impending doom it is tending towards:

1. The first College of Education in Kwara State be made the conventional College, while the two other Colleges serve as its campuses.

2. In the above light, the present College of Education Oro should accommodate students of the Arts and Languages, Ilori should accommodate students of the schools of Science and Social Sciences; while Lafiagi should accommodate students of the school of Technical, Business and Vocational Studies.

3. The personal of these Colleges should be rationalized and trimmed to reduce cost and maximize output to improve efficiency, while offices vacated could be converted into classrooms or used for other meaningful purposes.

4. Again the population of students admitted into the three colleges should be greatly enhanced to improve teacher-students radio, maximize personnel output and reduce unit cost of training students.

5. The campus accommodation Technical students should be saddled with the responsibility of producing the needed furniture for offices and classrooms, while the agricultural department should be mandated to go into large-scale production of crops and raising of animals to generate funds for the College's use.

6. Inter-departmental and inter-school co-operation should be encouraged since the use of an equipment by more than one department or more than College will reduce cost. Also inter-library co-operation should be encouraged, since a central control will reduce the cost that would arisen from administration from several centres.

7. In addition to the above, the districts tribes and people of the communities where these Colleges are presently sited have to forego the prestige associated with having a full-fledge institution, and in its stead have campuses in the overall interest of Kwara State and the survival of teacher-education in the state.

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