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Investment in Teacher Education in Nigeria: The Funding Challenge

SAMUEL NARIOCHUKWU OWHONDAH
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

Abstract. The paper focuses on investment in teacher education in Nigeria and the funding challenge. The daily quest for quality and productive education of learners at all levels of education has become the heartbeat of many Nigerians. The argument is that if this desire could be realized the teacher who is globally believed as the pivot of education industry must be of high quality and productive. This paper, therefore, discussed the challenges of in adequate funding, utilization and management as basic distortions to effective teacher education programmes. In the light of this, it is concluded that meeting the demand of teacher education in global perspective requires effective financial investment in Nigeria. The managers of teacher education programmes in the country should device effective self-financing and management strategies for its quality, productivity and sustainability.

Keywords: Investment; teacher education; fund, funding challenge; funding strategies; funding management

1. Introduction

There is no doubt that there exists a great discrepancy in the educational experiences among states in Nigeria, and between Nigeria and other developing countries and developed countries of the world. Similarly, there are also differences in inadequate access to education and disproportionate student/teacher ratios that appears to exist at all levels of education and this suggests a great challenge that could limit students' opportunity in the competitive "knowledge economy".

Even as many believe that Nigeria has made much progress in education, the perceived inadequate access to education and disproportionate student/teacher ratios also shared among the citizenry could create the gap in education that serve to limit her competitive ability globally. Certainly, poor funding of teacher education may contribute to this gap. Despite international reports on the need to fund quality of education, the teacher quality has remained affected because there are untrained teachers or under-qualified teachers who teach subjects in which they are neither qualified nor trained for and also the teacher continuing professional development remains very low (Perraton, Creed &Robinson, 2002).

The teacher factor has therefore become obvious as one most important factor in improving student outcomes in the education industry. Globally, it is believed that one of the most fundamental ways to change the low productivity level of the education industry in contemporary times is to gain access to an education that is delivered by determined, committed, diligent and resourceful teachers. Interestingly, efforts to advance education in Nigeria have focused investments on teachers because effective education industry is built upon the foundation of well-trained and well-supported teachers who constitute the technical officers in the service industry. The teacher is required to undergo some approved professional training in education at the appropriate levels capable of imparting knowledge, attitudes, and skills to the learner (Federal Republic of Nigeria, 2002; Ya'u Pallan, 2010).

These teachers are usually trained through various educational institutions such as colleges of education, institutes of education, and universities of education, etc. which expose them to acquire content training in core curriculum areas such as pedagogy training in the art of teaching, delivery, classroom and behavioral management. Other resources must be in place to complement the training of the quality teacher (Ya'u Pallan, 2010). In fact, schools have to be built and maintained, curriculums designed and staff salaries paid by the appropriate authorities and government.

Although there is wide acceptance that teacher education, training and professional development need to be integrated, in ways that operationalize lifelong learning for teachers, however, the fund allocated to it is usually inadequate. Perraton, Creed and Robinson (2002:56)stated that "on average, countries spend around one per cent of their annual education expenditure on the continuing professional development of teachers (business and industry typically spend 6 per cent on staff development)". This suggests that funds must be provided and allocated to teacher education institutions for the training of teachers who will manage the schools in the country to meet the goals of education both nationally and internationally.

2. Conceptual Clarifications

An Investment: Chen (2010) views an investment in various forms, namely: as the acquisition of asset with the goal of generating income or appreciation; the purchase of goods that are not consumed today but are used in the future to create wealth or a monetary asset purchased with the idea that the asset will provide income in the future or will later be sold at a higher price for a profit. In this sense, an investment is concerned with the outlay of some asset today (time, money, effort, etc.) in hopes of a greater payoff in the future than what was originally put in. Taking an action in the hopes of raising future revenue can also be considered an investment.

Teacher education is an investment since the training of the teacher is with the goal to increase knowledge and improve skills of the teacher in the hopes of ultimately producing quality students/pupils. This type of investment is directed toward future growth of the education industry. However, there is risk associated with this investment in the case where it does not span out but falls short of expectations (Chen, 2010).

Teacher Education: Teacher education (TE)is sometimes synonymous with teacher training and could be considered as the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in this activity are called teacher educators or teacher trainers. Sometimes, teacher education connotes the preparation of staff for a professional role as a reflective practitioner. Teacher training is restricted to the activity of training staff to undertake relatively routine tasks while **teacher education** is any of the formal programmes that have been established for the preparation of teachers at the early childhood, primary and secondary school levels of education (Taylor, 2016).

Teacher education (TE) is often defined to address environmental, social, and economic contexts which gives it the meaning to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers(UNESCO, 2005). The TE generally includes four elements: Improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, 2010).The institutions that offer Teacher Education programmes have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society. To ensure quality education in a country, teacher education institutions must:

Educate new teachers, provide professional development for practicing in-service teachers by updating their knowledge and skills, create teacher education curricula, carry out research, contribute to textbooks, provide expert advice to local schools upon request, provide expert opinion to provincial and national ministries of education, educate and certify headmasters, principals, and other school administrators (UNESCO, 2005).

In view of the importance attached to investment on the teacher training institutions to enhance the learner's quality, the Government of Nigeria insists that "teacher education shall continue to be emphasized in educational planning and development" (Federal Republic of Nigeria, 2014:4). Besides, in the National Policy on Education, the teacher education in Nigeria is expected to:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- Encourage further the spirit of enquiry and creativity in teachers;
- Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- Provide teachers with the intellectuals and professional background adequate for their

assignment and make them adaptable to changing situations;
- Enhance teachers' commitment to the teaching profession.

Deductively, "all teachers in educational institutions shall be professionally trained … equipped for the effective performance of their duties and to continuously meet the required minimum standards" (FRN, 2014:43).

T
he nature of teacher education system is particularly important because it is charged with the responsibility of producing the teachers that will in turn train pupils and students in the educational system. Teacher education is mainly in three phases: Pre-service, induction and in-service. This makes it part of a continuous process. Training is given to the would-be teacher, and to the newly qualified teacher's career and continues with the teacher in service. Teacher education involves a blend of "inputs, processes and outputs" (Chem, 2019).Without qualitative and functional teacher education, therefore, the entire educational sector will not achieve its objective.

3. Funding of Teacher Education

Funding **r**efers to the provision and allocation of money to the teacher educational institutions for the purpose of training of teachers. It connotes the act of sourcing and raising of funds and its management towards teacher educational programme achievement. This is the money brought into institutions such as the colleges of education, institutes of education, universities of education with the aim of realizing its aims and objectives. One of the goals of the teacher education is teaching service goal attainment.

To achieve teaching service goal, it is stated that teaching shall seek to inculcate community spirit in the students through projects and action researches. To this end, voluntary agencies, individuals and groups could invest in teacher education institutions in compliance with minimum standards laid down by the government. It is imperative that teacher education shall produce teachers in professional fields who have relevant industrial and professional experience and exposure (FRN, 2014). The trends in budgetary allocations to teacher education are depicted in tables 1 ad 2 below:

Table 1: Total Budgetary Allocation toTeacher Education in Rivers State 2007-2018

Year	Total State Budget (N million)	Allocation to Education (N million)	% Allocation to Education (N million)
2007	179.4	22	12.3
2008	-	-	-
2009	432.28	-	-
2010	429	70	16.3
2011	414	67.92	16.4
2012	438	64	14.6
2013	490	47	9.4
2014	485	30	6.2
2015	445	9,475,920,955	2.1
2016	307	12,630,305,838	4.1
2017	470	30	6.4
2018	5010	50	0.9

Source: Omenazu in Harrison (2019:27)

Table 1 shows the budgetary provisions of Rivers State Government for teacher education over the years and it was observed that none of the budgetary provisions met the UNESCO suggestion of 15% - 26% for the Education sector. Secondly, the government budgetary provisions have been the major source of funding for the teacher education in the education sector. Thirdly, there is a marked difference between budgetary provisions and the actual funds released for the education sector and this no doubt has a corresponding impact on funds available for the teacher education programmes over the years. Finally, the percentage allocations depict a positive downward trend and this might not be favourable to the education sector for effectiveness. If the education sector therefore, depended wholly on the State budgetary allocations and the teacher education depended on the allocations to Education sector, the consequential effect it (being the teacher education) might be a colossal ineffectiveness.

Table 2: Federal Government Financial Allocation to Education Sector from 2010-2018

S/N	Year	Budget (Trillion)	Education Allocation (Billion)	% of Budget
1	2010	5.160	249.09	4,83
2	2011	4.972	306.3	6.16
3	2012	4.887	400.15	8.20
4	2013	4.987	426.53	8.55
5	2014	4.962	493	9.94
6	2015	5.061	369.6	7.74
7	2016	6.061	369.6	6.10
6	2017	7.444	550	7.38
7	2018	8.612	605.8	7.03
Total		55.19	3.90	7.07

Source: Clifford Ndujihe in Harrison (2019:.28)

Table 2 above shows the allocations to education sector in Nigeria by the Federal Government from 2010 -2018. The trend of financial allocation to education sector over the years was very insignificant. The pattern of funding the education sector has implications on the performance of teacher education in Nigeria. It reveals that though funds are usually released for education sector, but they are not sufficient to advance teacher education programmes in any institution where they are mounted. The funds released annually were below the amount appropriated; and has remained persistently so over the years. This suggests that teacher education has been inadequately funded and treated with levity.

In global comparison, using the 26% UNESCO benchmark of budgetary allocation to education, it might not be surprising that Nigeria will be far below other countries with the existing practice as shown above. This confirms Nigeria's relative 20thposition out of 20 countriesof the world which rated her the least (with 8.4%)below the UNESCO benchmark(Robert-Okah, 2017). The question is how the differential funding gap can be amelioratedto take care of the country's yearning for quality teacher education programme and quality education outcome.

4. Sources of Fund Provision for Teacher Education

Education, as the bedrock of development of the economy is capital intensive, as such it requires intensive or adequate financial provision from every available and reliable source. This accounts for the statement in the Federal Republic of Nigeria (2014:70), section 10, subsection 154, that the financing of education is a joint responsibility of the Federal, States/FCT and Local Government and the Local Communities, individuals and organization are readily encouraged and welcomed in the funding business. Every year the government draws up her budget allocating fund to all sectors of the economy. The percentage allocated to the education sector is used in funding the schools. Considering the nature of education as a capital intensive social service 26% of the entire Federal Government budget as earlier noted is suggested by the United Nations Education Scientific and Cultural Organization (UNESCO) to be set aside annually for education. Besides, the funding of education could come from:

Grants: These include: Capital grants which address the needs for construction of new school buildings and major repair of old ones; Recurrent grants are funds provided for the purpose of payment of salaries, allowances, maintenance of travelling and transport expenses, and expenditure on students' meals, etc.; Special grants serve the purpose of improving quality of education, structure and special programmes. Special grants are given upon meeting certain considerations and are usually received and disbursed by regulatory institutions. Grants are also given by private organizations and governments to individuals and institutions with basic needs.More so, special grants are commonly given to low income students, adult education, disabled students, etc, to enable them achieve their educational goals and objectives (Asodike & Eseyin, 2016).

Funding Accessed through Endowment Fund: The profits from projects sponsored by endowment funds are usually ploughed back or re-invested for further projects.

Development Appeal Fund: Universities get or raise funds through donations from the public by project launch. Buildings of auditorium, residential hall, construction of water dawn, procurement of computer hardware are few projects that a university can launch to raise money.

Fund from Alumni: This constitutes an aspect of funding teacher education institutions. Thegraduates make donations and contributions to the growth of the institution where they were trained.

Scholarship, Bursaries and Students Loans: They are financial assistance given to teacher trainees so as to reduce their financial burden in the process of acquiring education. The governments, organizations, private individuals, etc., give financial aids to the needy students.

Foreign Aids: These aids are assistance given to trainees and/or institutions by foreign countries to carried out projects/programmes. International aids are another source of educational assistance to teacher education institutions and their students. The aiding agents, also called development partners, include the World Bank, United States Agency for International Development (USAID), United Nations Industrial Development Organization (UNIDO), United Nations Children Educational Fund (UNICEF),United Nations Development Programme(UNDP), and Non-Governmental Organizations (NGO's), etc.

School Fees: Teacher education institutionsraise funds through payment of tuition fees, medical fees, examination fees, faculty and departmental registration fees, library, sports, Identity (ID) cards, robe, convocation and matriculation fees, dissertation/Thesis defence fees, etc.

Sales of Services/Products: These include funds raised through the sales of admission forms, UTME forms, pre-degree forms, basic studies, etc.Proceeds from internally generated activities such as agriculture, baking, water bottling, bread manufacturing provide alternative sources of education funding.Also,proceeds from rental of physical facilities like classrooms, fields, halls etc., can generate funds.

Intervention fund: These funds are generated through tax levied on corporate companies. The fundsare assessed upon the certification of approved standard and it is managed as real business. The fund settles such needs as infrastructure provision, and research and professional development. Tertiary Education Trust Fund (TETFUND**)** is a typical example of intervention agency created by government to aid the funding of teacher education.

In view of the above facts, teacher education institutions must avail itself of the various funding sources for provision, utilization and management of adequate funds for the attainment of the production of the required calibre of teachers both now and in the future.

5. Reasons for Funding of Teacher Education

The reasons for funding of teacher education are obvious. Okeke (2000) maintains that the attainment of educational objectives presupposes that funding must be adequately provided to keep pace with the demand and growth of the teacher education system for highly motivated teachers, because no school system is stronger than the calibre of the teaching staff personnel.

Effective fund provision and management in teacher education institutions will make teacher education institutions stand out for quality teacher programmes and quality products. Teacher education institutions must be equipped with adequate funds for her operations, manage funds through improved management model, improve its level of planning for fund, improve their level of allocated fund utilisation, and create effective strategies to overcome fund management challenges in teacher education institutions. To this effect, Nwachukwu (2018) observed that a low level of planning for fund, funding crisisand mismanagement, late release of fund, corruption and lack of fund management model aremajor challenges to the management of funds in teacher education institutions.

Similarly, Harrison (2019) observed a low fund provision and low fund utilization and management as factors impinging on university goal attainment in Rivers State from 2010-2018. There was a strong and positive relationship between funding of university education programme and teaching service goal attainment. This means that increase in funding leads to increase in teaching service goal attainment in teacher education institutions. Implicitly, therefore, the central reason for the funding of teacher education is to accelerate the achievement of the stated goals.

However, Chinda, Agabi and Harrison (2018) were of the opinion that the main reasons for the funding of teacher education include but not limited to:

Provision of virile learning environment, learning resources centres and laboratories: Effective teacher education needs virile learning environment, learning resources and laboratories. These resources must be properly put in place to promote teacher preparation (Okemakinde, Adewuyi & Alabi, 2013) as well as teacher retention and teacher quality in schools.

Manpower development: Abagbodi (2017) maintains that "until the Government invests adequately in education, we cannot achieve set goals. Funding is central to an efficient and effective teacher education. The quality and quantity of human capital has direct impact on the development or otherwise of the system and nation building (Okeke, 2000).

Train the trainers: Fund needs to be provided for innovative teacher education in response to the dictates of evolution of science and technology. Every breakthrough in technology renders existing teaching methods outdated; meanwhile the new methods have to be taught to the teachers through training, seminar, workshop, etc. This implies that adequate provision of fundshould be made if teacher education must acquire the quality staff that should produce quality graduates.

Regular payment of salaries and allowances of staff in teacher education: Those who train teachers must be motivated to be committed and dedicated to duty. Their salaries and allowances must be regularly paid. They must be adequately equipped with the pedagogical and content skills through regular refresher courses in professional educational institutions and establishments (Ochoma, et al, 2016).

Continuous professional training: Continuous professional training in form of in-service training is necessary for the trainers to develop and update regular skills for enhancement of the teacher education programmes. Teacher must be trained to meet the global demand for computer literacy and other technologies.

Acquisition of equipment, facilities and instructional facilities: Fund is needed for the provision of quality and quantity of educational facilities and equipment in their relationship with the quality and standard of educational system.

Technological breakthrough, information communication technology: The technology in mind here is the Information Communication Technology (Agabi, 2002). In the world of technology the teacher education system must initiate and embrace changes and innovation in technology within the environment, internal or external. To initiate, embrace or adapt and modify a culture driven technology will require a great deal of money (FRN, 2014; Chinda, Agabi & Harrison, 2018).

Education Support Services: The provision of such education support services as school library, school meals and incentives, school garden, health and other nutritional services, sports and recreational facilities, guidance and counselling, others are HIV/AIDS support programmes, educational resource centres, radio and television educational broadcasting, networks of educational services centres (Federal Republic of Nigeria, 2014).

Maintenance ofequipment and facilities of the school: Fund must be provided to encourage maintenance activities like refurbishing, cleaning, polishing, oiling, replacement of part of every facility, new or old. The scarcity of resource calls for maximum utilization of the available ones to avoid colossal waste (Owhondah, 2017). Nwakudu (2016) maintains that what grows in a country or builds the economy is the amount of investment that is made for infrastructure and other structural issues that strengthen the economy. With the growth of information and technology, different kinds of facilities and materials needed for teacher trainers and trainees need to be in place and constantly improved upon on regular basis (Ochoma, et al. 2016). For instance, computers and internet facilities as well as constant power supply are needed.

6. Strategies for Improved Funding of Teacher Education

The strategy towards fund management refers to the process of achieving the goal of teacher education in the country. These processes must be targeted through large scale internally generated revenue (IGR). Bello (2017) stated that the IGR includes business establishments in poultry farming, filling station, fish farming, crop farming, commercial ventures, etc. as well as the coping strategy management behaviour towards improving and sustaining the viability of these activities for the generation of more funds to the university education towards attaining its stated goals. Thus, the following strategies have been identified in making great deals of change in teacher education funding, therefore, teacher education institutions are encouraged to generate income by investing on a large scale in the following business areas:

Agriculture: This includes investment on poultry farming, fish farming, seed multiplication, cassava processing, starch production, animal feed production, honey production etc.

Microfinance: This should be established with the purpose of giving loans at interest, projects/contract sponsorship for percentage profit sharing.

Filling stations: This includes the sale of fuel, diesel, kerosene, cooking gas etc.

Furniture: The Vocational Department takes the lead in this aspect. All the school needs to do is to provide all necessary equipment, tools and material, and show rooms where products display and sales.

Confectionaries: The Home Economics Department could be utilized for the production and distribution, at both retail and wholesale basis of confectionaries. The department can as well operate school integrated restaurants and barbing saloon.

Real Estate/Hotel business: The teacher education institutions can own estates, hotels or guest houses and hostels within and outside the schools for renting.

Good Event/Occasion halls: These are also good sources of generating money for teacher education institutions to achieve their goal.

Establishing Skills Acquisition Centres: This is part of social corporate responsibility and as contained in most memorandum of understanding, multinational companies and subsidiaries, and government do engage youths of host communities into skill acquisition programmes. Most individuals are also inquisitive to acquire certain skills through this good contract.

Consultancy Services: The teacher education institutions can undertake consultancy services on feasibility studies, building and constructions, environment assessment and reports, civic construction, estate management, architecture, etc. They can also engage in real estate business, market stalls, shopping complex, petrol stations, retail and retail distribution of goods bakery, hotels and catering services, bookshops, printing, transport services, establish micro finance banks and as well set up a commercial bank (Isaac, 2014).The inadequate attention given to education in terms of funding must not constitute any reason capable of destroying the future hope of education. Instead, good sense of creativity, ingenuity and innovativeness ought to be displayed in taking actions towards sourcing solutions.

7. Management of Funding of Teacher Education

The management of fund is the act of planning, organizing, controlling and monitoring of activities in one's financial responsibility. The opposite is funding mismanagement, which is the management processes and practice that deliberately misuses money made available to them (Ololube, 2016). Okojie (2010:54) acknowledges that "most federally controlled universities complained of inadequate funding and the effects of this problem has resulted to the deterioration of physical facilities, internal and external brain drain among the faculty, dead of quality scientific research and managerial capacities of Nigeria public university education system". Famurewa (2014) noted that with inadequate funding, Nigeria teacher educational institutions will not yield progressive result to be able to compete favourably with their counter parts in the global education market.

Okebukola (2003) agrees that an increase in the funding levels of teacher education institutions is required to enable them improve on the provision of facilities and services. Planning and accountabilities are important in the management of funds in these institutions and resolved that established mechanisms must be in place for checks and balances to strictly utilize the funds.

The internally generated revenue means that both the federal and the state governments do not have to accept responsibility for providing funding for all its teacher educational institutions on every expenditure heading. These institutions are therefore persuaded to seek ways of earning additional revenue locally and to use the same in any area of needs that the government is not able to provide for in a given budget period. Teacher education institutions must increase their internally generated funding levels. These days every institution whether federal, state or private, is encouraged to engage in the development of critical access to internally generated revenue because of the essential support that comes from it (Bello, 2017).

Onuoha (2013:17) pointed out that "not so much was known of internally generated revenue (IGR) in the Nigeria teacher educational circle about two to three decades ago". For the era when there were fewer teacher educational institutions in Nigeria and the oil revenue was massively available, the federal and state governments provided all the funding for operations and capital development needs of these institutions (Akinsanya, 2007). Then came the recent phenomenal growth in the number of teacher education institutions. Again, given the huge economic misfortune/economic melt-down facing the country, made worse by the recent global financial crises, the challenges of adequate funding of the teacher education institution has become artificially revealing.

The Federal Government, through its agency of the National Universities Commission (NUC), has continuously directed all federal universities to explore ways of generating revenues internally such that the management would not have to look up to the government to solve every of their financial problems (Okojie, 2010). This could be why Ventureline.com (2012) defines IGR as the creation of either tangible or intangible results within the confines of one entity, e.g. internally generated funds are those funds that are realized through the efforts or operations of the entity itself, i.e. the funds were not borrowed or realized through other eternal means. This agrees with Wikinvest.com (2012:43), which states "that internally generated funds shall mean funds not constituting the proceeds of any loan, debt issuance, asset sale, insurance recovery or indebtedness".

8. Conclusion

Serious priority and attention must be paid to teacher education and training to be adequate to meet the needs for quality teacher and effectiveness for 21st century global competitiveness. This further requires effective financial investment on teacher education institutions and programmes. The managers of teacher education programmes in the country can device effective self-funding through internally generated revenue, utilization and management strategies to overcome emerging challenges to attract its quality, effectiveness and sustainability. There is absolutely no way inadequate funding of teacher education institutions will facilitate the development of quality teacher for global competitiveness.

9. Recommendations

Based on the conclusion above, the following suggestions are made:

- Serious priority should be paid to adequate budgetary allocation and regular provision of funds for teacher education and training programmes in Nigeria.
- The managers of teacher education institutions and programmes in the country should device effective self-funding strategies through internally generated revenue to meet the expected goals.
- The funds provided for teacher education institutions in the country should not be wasted but rationally utilized on programmes for which it is meant to serve.
- The operators of teacher education institutions in Nigeria should develop global competitive awareness of the challenges of the system towards the attainment of high quality, productivity and sustainability.

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