

**ALTERNATIVE SOURCES OF FUND FOR
MANAGEMENT OF VOCATIONAL EDUCATION IN
PUBLIC SECONDARY SCHOOLS IN THE ERA OF
ECONOMIC RECESSION IN BAYELSA STATE**

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Abstract

The paper investigated alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State. Descriptive survey design was adopted for the study. The sample was 97 principals and 198 teachers of vocational education subjects. An instrument was used to obtain the data. The validity of the instrument was determined, while Pearson Product Moment Correlation (PPMC) was used to establish the reliability with an obtained Alpha value of 0.81. The results revealed that there was no significant difference between the mean responses of principals and teachers on alternative sources of fund for management of vocational education in public secondary schools in Bayelsa. The study recommended that institutions that offered vocational education should market their manpower through consultancy services as well as operate rental services such as school halls, canopies, chairs and buses in order to supplement fund generation.

Keywords: *Vocational education, secondary school, management, funding and economic recession, Bayelsa State.*

Introduction

Vocational education constitutes a vital engine for economic, social, practical and all round development of any nation. Vocational education is significant in every facet of life ranging from agriculture, transportation, construction, production and modernization (Mkpughe & Igberadja, 2016). The National Policy on Education (FRN; 2013) defined vocational education as the type of education which led to the acquisition of applied skills and basic scientific knowledge. The policy further stated that vocational education aims at imparting the necessary skills that lead to production of technical manpower which enhance enterprises and self-reliance. Vocational education is a study of programmes that skillfully prepares students for effective performance of practical tasks. It involves the acquisition of skills and competencies that can help individuals to function productively in industrial and commercial occupations (Wapmuk, 2011). Vocational education is expensive to run because it requires large amount of money to build workshops, classrooms, maintain competent staff as well as provide adequate equipment and facilities (Adebile & Ojo, 2013). Funding, therefore, has been one of the major challenges of running vocational education.

Funding is the act of providing financial resources, usually in the form of money or other values such as effort or time, to finance a need, programme, and project, usually by an organization or company. Babayi in Itua (2013) asserts that funding stands for the source of money gathered, invested or received for a particular purpose. In Nigeria, schools, colleges and universities find it difficult and impossible to implement vocational education curriculum (Agricultural Education, Business Education, Home Economics and Fine and Applied Arts) to its fullness due to inadequate fund. Vocational education is capital intensive in terms of procurement of equipment, tools, laboratory materials/apparatus as well as manpower training. Okeke and Eze (2010) stated that insufficient finance is a realistic and practical

factor inhibiting the implementation of vocational and technical education.

The funding of secondary education is very imperative because the adequacy of the needed instructional materials will enhance the achievement of broad goals of secondary education as highlighted in FRN (2014; P.14) which is to prepare the individual for: (i) useful living within the society, and (ii) higher education. Most institutions in Nigeria are confronted with economic constraints. This slows down the speed of achieving the institutions' goals since the funding of education is mostly external at most levels (public or government schools) that are equally affected by economic hardship and recession (Devanshi, 2016).

A period of economic slowdown that is characterized by declining productivity and devaluing of financial institutions often due to reckless and unsustainable money lending (Wikipedia, 2017). Benjamin (2017) sees recession as a phase of economic cycle which occurs after two consecutive quarters of negative growth. This exhibits low output and investment, abnormal increases in unemployment due to massive retrenchment, falls in the availability of credit facilities, fluctuation in exchange market (instability in exchange rate), illiquidity and downsizing and dismiss as well as reduced amount of trade and commerce. The recent economic recession has caused extreme poverty and suffering of the masses and children right to quality education.

The task of developing human capacity building cannot be achieved without adequate funding. Since the 26% of budgetary provision of the federal government of Nigeria is inadequate, there is need for schools to make alternative arrangement of how to finance secondary education for effective development of students through adequate provision of instructional materials, facilities for effective instruction.

Statement of the Problem

As Nigerian institutions strive for quality service, there is an urgent need to seek alternative sources of revenue to supplement government. Currently, the problems of funding and over-

dependence on government subventions have become the most persistent and recurrent issues militating against institutions ability to maintain existing service in all states of the federation. Consequently, the financial constraint facing the educational system, the role of Internally Generated Revenue (IGR) in the management of vocational education public secondary school cannot be overemphasized. The public secondary schools in Bayelsa State have their own challenges and constraints in the provision of finance for the effective management of the schools. Students in public secondary schools in Bayelsa State face difficult conditions of learning intermeshed in overcrowded classrooms, inadequate library and laboratory buildings and other infrastructures are in a dilapidating condition.

The problem of financing vocational education in public secondary schools Nigeria has become a recurring decimal. Poor funding has led to the deplorable state of schools characterized by overcrowding, poor and inadequate physical facilities and inability to purchase current technological instructional materials. The situation has posed serious challenges to secondary school administrators. The students are deprived of proper training which makes them unable to be productive after their secondary education. It is against this background that this paper examined alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State.

Purpose of the Study

The purpose of the study was to identify alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State. The objectives of the study are to:

1. ascertain alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State.
2. find out the benefits of alternative sources of fund for management of vocational education in public secondary school in the era of economic recession in

Bayelsa State.

Research Questions

The following research questions were raised and answered:

1. What are alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State?
2. What are the benefits of alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State?

Hypotheses

The following null hypotheses formulated were tested at 0.05 alpha level:

HO1: There is no significant difference between the mean responses of principals and teachers on alternative sources of fund for management vocational education in public secondary schools in the era of economic recession in Bayelsa State.

HO2: There is no significant difference between the mean responses of principals and teachers on benefits of alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State.

Research Method

The research design used for this study was descriptive survey design. The target population for the study was made up of all principals in public secondary schools and vocational education teachers in secondary schools in Bayelsa State. The total population was made up of 195 principals, 242 Agricultural Science Teachers, 46 Home Economics teachers, and 107 Basic Science and Technology teachers, which gives a total of 590. A sample size of 295 was used for the study which represented 50 percent of the total population. It was selected using proportionate simple random sampling technique. The sample size of 295 made up of 97 principals and 198 teachers, represented 50% of the population. It was selected through the proportionate simple random sampling technique. The instrument used was tagged "Alternative Sources of Fund for Management of

Vocational Education in Public Secondary Schools in Economic Recession” (ASFMVEPSSERQ). The instrument was divided into two sections. Section A covered information on alternative sources of fund management of vocational education in public secondary schools, while Section B was on benefits to be derived from alternative sources of fund. The instrument was vetted by experts in measurement and evaluation unit of department of educational foundations in Niger Delta University, Bayelsa State. For the purpose of reliability, the instrument was administered to 40 principals in public secondary schools in Bayelsa State with similar attribute. It was done twice in an interval of two weeks and the scores obtained were used to establish the reliability coefficient using test-retest method with Pearson Product

Moment Correlation (PPMC) analysis which yielded 0.81%. This value was considered as an acceptable reliability value for the study. The researchers used the services of research assistants to administer the instrument to the respondents. The data obtained were analyzed with descriptive statistics for the study. Mean and standard deviation were used to answer the research questions, while t-test was used to test the two hypotheses at 0.05 level of significance.

Research Question One

1. What are alternative source of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State?

Table 1: Summary of Mean and Standard Deviation Scores of Responses of Principals and Teachers on Alternative Source of Fund for Management of Vocational Education in Public Secondary Schools in the Era of Economic Recession

S/N	Item Statement	Principals N = 97		Teachers N = 198		Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	
1	Collaboration with companies and Non-Governmental Organizations (NGOs).	3.21	0.83	3.63	1.47	Agree
2	Establishment of Internally Generated Revenue Projects: Agricultural based, commercial based, and Service based.	3.14	0.90	3.25	0.82	Agree
3	Endowment Fund.	3.13	0.91	2.87	0.99	Agree
4	Industrial Training Fund.	3.20	0.92	3.11	0.91	Agree
5	Constituency Development Fund (CDF).	3.28	0.85	3.08	0.93	Agree
6	Parent-Teacher Association (PTA)	3.15	0.98	3.07	0.85	Agree
7	Religious organizations e.g. Churches.	2.87	0.87	2.95	0.95	Agree
8	Mobilization of Alumni Association.	3.14	0.91	3.11	0.92	Agree
9	Banks e.g. Equity.	3.21	0.85	2.84	1.22	Agree
10	Government bursaries.	3.18	0.80	3.07	0.88	Agree
	Grand Mean and Standard Deviation	3.15	0.88	3.09	0.99	

Cut-off Mean =2.50

Table 1 revealed that all the ten (10) items had their mean (\bar{X}) values of principals and teachers ranged from 2.84 – 3.63 which were greater than the cut-off mean score of 2.50. The

standard deviation values of all the ten (10) items ranged from 0.80 – 1.47. On the whole, the grand mean score of 3.15 and 3.09 were also greater than the cut-off mean score of 2.50 with the

standard deviation scores of 0.88 and 0.99. This implied that all the respondents agreed that the ten (10) statements were alternative sources of

fund for management of vocational education in public secondary schools in the era of economic recession.

Table 2: Summary of Mean and Standard Deviation Scores of Responses of Principals and Teachers on Benefits of Alternative Source of Fund for Management of Vocational Education in Public Secondary Schools in the Era of Economic Recession

S/N	Item Statement	Principals N = 97		Teachers N = 198		Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	
1	Development of infrastructure and equipment.	3.18	0.84	3.08	0.93	Agree
2	Improvement in the quality of education.	3.09	0.91	3.14	0.92	Agree
3	Facilitation of staff development.	3.08	0.92	3.07	0.94	Agree
4	Enhancement of students' acquisition of practical skills.	2,76	1.03	3.13	0.91	Agree
5	Creation for more jobs.	2,89	1.10	3.03	1.40	Agree
6	Source of generation of revenue for school.	3.12	0.94	3.22	0.83	Agree
7	Enabled schools to pay workers on time.	3.20	0.94	3.21	0.70	Agree
8	Hire extra labor whenever it was required.	3.18	0.89	3.08	0.93	Agree
9	Infrastructure improvement.	3.14	0.85	3.04	0.95	Agree
10	Financial independence.	3.04	0.89	3.18	0.82	Agree
	Grand Mean and Standard Deviation	3.07	0.93	3.12	0.93	Agree

Cut-off Mean =2.50

Table 2 revealed that all the ten (10) items had their mean (\bar{X}) values of principal and teachers ranged from 2.76 – 3.22 which were greater than the cut-off mean score of 2.50. The standard deviation values of all the ten (10) items ranged from 0.70 – 1.40. On the whole, the grand mean score of 3.07 and 3.12 were also greater than the cut-off mean score of 2.50 with the standard deviation scores of 0.93. This implied that all the respondents agreed that the ten (10)

statements were benefits of alternative source of fund for management of vocational education in public secondary school in the era of economic recession.

Research Hypotheses

HO1: There is no significant difference between the mean responses of principals and teachers on alternative sources of fund for management of vocational education in public secondary school in the era of economic recession in Bayelsa State.

Table 3: T-test Analysis of Research Hypothesis 1

Group	N	Mean	SD	Df	t-cal	t-table	Decision
Principals	97	3.15	0.88				Retain Null
Teachers	198	3.09	0.99	293	0.528	1.960	Hypothesis

P < 0.05

Table 3 indicates that t-test analysis is not significant at 0.05 alpha level because the calculated t-value 0.528 is less than the tabulated t-value of 1.96 with 293 degree of freedom. Therefore, the null hypothesis of no significant difference in the mean ratings of principals and teachers on alternative sources of fund for management of vocational education in public secondary schools in the era of economic

recession in Bayelsa State was not rejected.

HO2: There is no significant difference between the mean responses of principals and teachers on benefits of alternative sources of fund for management of vocational education in public secondary school in the era of economic recession in Bayelsa State.

Table 4: t-test Analysis of Research Hypothesis 2

Group	N	Mean	SD	Df	t-cal	t-table	Decision
Principals	97	3.07	0.93				Retain Null
Teachers	198	3.12	0.93	293	-0.433	1.960	Hypothesis

$P < 0.05$

Table 4 indicates that t-test analysis is not significant at 0.05 alpha level because the calculated t-value -0.433 is less than the tabulated t-value of 1.96 with 293 degree of freedom. Therefore, the null hypothesis of no significant difference in the mean ratings of principals and teachers on benefits of alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession in Bayelsa State was upheld.

Discussion of Findings

The results showed that principals and teachers in public secondary schools have no significant different views on alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession. The finding of this study is in agreement with Alan in Eteng (2016) who opined that the concept of human capital encompasses investment in the skill of labour force including education and vocational training to develop specific skills. It is therefore pertinent to seek alternative means to support the financing of secondary education if sustainable national development must be achieved. The finding of this study is also in agreement with the finding of Offiong and Akpan (2013), who corroborated that Secondary/Technical schools as well as the department of Vocational and Technical Education in tertiary institutions should establish a deliberate school/community liaison by

seeking financial assistance from companies and financial institutions, communication service providers, non-governmental organizations as well as hospitality industries located in their area of operation. SIWES should be re-engineered to improve the future of vocational technical education programme products.

The result also showed that principals and teacher in public secondary schools have no significant different views on benefits alternative sources of fund for management of vocational education in public secondary schools in the era of economic recession. The finding of this study is in consonance with Onyeche (2018), Etuk (2015) and Uche and Wordu (2015), who identified various benefits of alternative fund sourcing to include: realization of more internally generated income, financial independence, provision of infrastructural facilities, equipment and improving educational standards and creating jobs for the unemployed.

Conclusion

The current global economic recession has made it more difficult for the government to fund education alone. The fact remains that since government alone cannot adequately fund vocational education in secondary schools, supplementary funding has to be sourced. The alternative sources identified in this study include collaboration with Companies and Non-Governmental Organizations (NGOs), Establishment of Internally Generated Revenue

Projects: Agricultural based, Commercial based, and Service based, Endowment Fund, Industrial Training Fund, Constituency Development Fund (CDF). Parent-Teacher Association (PTA), Religious organizations, mobilization of Alumni Association, Banks e.g. Equity, government bursaries.

Recommendations

Based on the findings, the following are recommended for action:

1. The government should create a link with multinational companies such as Shell B.P, Agip, Chervon and Elf, to provide at least 0.01 % of their annual turnover to fund vocational education.
2. The government should partner with non-governmental organizations, World Bank, United Nations Education Scientific and Cultural Organisation (UNESCO) and United Nation International Children Education Fund (UNICEF) to play a more proactive role in funding vocational education.
3. Institutions involved in vocational education should market their manpower through consultancy services as well as operate hiring and rental services of school halls, canopies, plastic chairs, table, and school buses for supplementary fund generation.

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