

ASSESSMENT OF ROLES OF BAYELSA STATE EDUCATION DEVELOPMENT TRUST FUND IN PROMOTING NON-FORMAL EDUCATION IN BAYELSA STATE

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Abstract

This paper assessed the roles of Bayelsa State Education Development Trust Fund in promoting non-formal education in Bayelsa State. A descriptive survey research design was adopted for the study. Three research questions were formulated to guide the study. The population of study comprised of all teachers and officials of BSEDTF in Bayelsa State. A sample of 153 respondents purposively selected from the three LGAs (3) was used for the study. The instrument for data collection was a structured questionnaire developed by the researchers and validated by experts. The reliability co-efficient of the instrument was established using Cronbach Alpha formula and a value of 0.80 was obtained. The research questions were answered using mean and standard deviation and the hypotheses were tested using t-test statistic. The findings revealed that the extent to which BSEDTF contributes to the promotion of adult and non-formal education is low. It was recommended amongst others that BSEDTF should include adult and non-formal sector in its purview.

Keywords: Assessments, Bayelsa State Education Development Trust Fund, promoting, Non-Formal Education

In today's globalized world and knowledge –driven economy, any society wishing to develop must put in place a proper and well planned educational system that will help drive technological advancement and transformation of society. This is because education has proven itself to be a potent kit for growth, development, progress and prosperity to individuals and nations alike. The Nigeria policy on Education, was quick to note this fact when it declared that education is an instrument “par-excellence” for effective national development (NPE, 2014). Also Korikiye (2017) noted that countries that respond astutely in providing functional education would experience progress, while others who do not respond will face the risk of being stagnated and even slip backward. Human capital when adequately developed and sufficiently owned, remains the fundamental basis for wealth accumulation by any nation.

Bayelsa state create twenty one years ago, is one of the youngest state in the Nigerian Federation. Korikiye (2017) noted that as a young state, it is faced with numerous problems ranging from lack of infrastructure: violent conflicts to gross deficiency in manpower especially, qualified manpower in the various fields of endeavor. He further noted that this

difference manifested in poor performance of students in external examination and high rate of school drop-out, thereby making Bayelsa one of the least educationally developed state. Also Idumagi (2018) noted that in Bayelsa state, prior to the ascendancy of the Governor Seriake's administration, schools in the state were dilapidated, infrastructure was at the last stage of dilapidation, and laboratories were empty and often became havens of dangerous reptile. The scenario was most disastrous in our rural areas where students had to sit on the floor during classes. Whereas most educational inputs were in acute short supply, the pupil-teacher ratio was so large that no effective teaching and learning could take place. In Nigeria, Bayelsa State comfortably occupied the third least educationally developed state and the last in the south – south geo-political zone.

In a bid to tackle these challenges the governor Seriake's administration declared a state of emergency in education sector and later enacted the Bayelsa Education Development Trust Fund (BEDTF) (Vanguard online 2012). The Bayelsa State Education Development Trust fund was established following the enactment of the law by the Government on 29th March, 2017 and inaugurated in June of the same year. The primary aim of the trust fund is to generate funds for the general upgrading of education in the state with sole aim of ensuring that it becomes a world class educational intervention agency driven by stakeholders' participation and contribution towards the enhancement of educational standards. The board, according to its mandate, it also expected to contribute to the establishment of a functional and competitive education system in the state. Bayelsa education development trust fund like every organization has a mandates upon which it functions. The focal point in the mandate of BEDTF is for the general upgrading of Education in the state through the provision of functional and qualitative education for the indigenes of the state: BEDTF activities are designed to lay fundamental and lasting foundation for growth and development as well as supporting existing infrastructural legacy. Below are the mandates BEDTF:

- Sensitize and mobilize;
All indigenes of Bayelsa state within and outside for the purpose of making donations to the fund;
- All Nigerians, individuals, groups' philanthropist and relevant international organization to contribute to the fund.
- Identify and explore all other sources for sustaining the fund;
- Judiciously administer and regulate the fund for the development of education at all levels in the state.

The mode of funding as stipulated in the BEDTF is as follows:

- Monies appropriated to the fund by the state Government
- Monies appropriated to the fund by the local government(s);
- 5% of internally Generated Revenue (IGR) of the state government and all the local government councils;
- 1% of the total contract sum of companies/firms individuals executing contracts, consultancies and management services awarded by the state;

- 2% of the salary of every political office holder (appointed or elected) at the state and local Government level in Bayelsa state.

Adult education, according to Omolewa (2011) is the education provided for men and women who for one reason or the other dropped out of the formal school system, or those who for the purpose of work and their engagements are unable to register for full time courses, abandoning in the process, their work and family. According to Eyibe (2015:4) adult education is “any kind of education designed for the illiterate population, the formal school dropouts, and the unskilled and semi-skilled workers and carried on outside the formal school setting” United Nations Educational, Scientific and Cultural Organizations (UNESCO) in Eya, Ugwu, and Alu (2011:4) defined adult education as the process by which men and women in groups or institutional settings seek to improve themselves or their society by increasing their skills or knowledge or by their sensitivity. The definitions of adult education above, imply that adult education includes literacy programme, remedial programme as well as skill-training and re-training programme. The work-oriented definitions given to adult education by the scholars and UNESCO attest to its vital role in developing the human resources of a country.

The objectives of mass literacy, adult and non-formal education as stipulated by FRN (2014:25) include:

- i. Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender.
- ii. Provide functional and remedial education for those young people who did not complete secondary education.
- iii. Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- iv. Provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills, and,
- v. Give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

These objectives are laudable and should be pursued vigorously in order to develop the human resources of the country. The need for an effective adult and non-formal education programme cannot be emphasized. The BSEDTF is the newest educational initiative launch in the state. Research on BSEDTF has focused on its impact so far (Umoh&Wey-Amawhule, 2020). There is a dearth of empirical evidence on the role of BSEDTF IN promoting adult and non-formal education in Bayelsa State. The aim of this study therefore is to assess the available strategies in BSEDTF, the extent to which the strategies promotes adult and non-formal education.

Purpose of Study

The main purpose of this study was to assess the roles of Bayelsa state education development trust fund in promoting adult and non-formal education in Bayelsa State. Specifically, the study achieved the following;

- i) To identify the available programmes in Bayelsa State Education Development Trust Fund that promotes adult and non-formal education in Bayelsa State.
- ii) To determine the extent to which available programmes in Bayelsa State Education Development Trust Fund promotes adult and non-formal education in Bayelsa State.

Research Questions

The following research questions were formulated to guide the study;

- i) What are the available programmes in Bayelsa State Education Development Trust Fund that promotes adult and non-formal education in Bayelsa State?
- ii) To what extent does the available programmes in Bayelsa State Education Development Trust Fund promotes adult and non-formal education in Bayelsa State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

H01: there is no significant difference in the mean response of teachers and BSEDTF staff on the available programmes in Bayelsa State Education Development Trust Fund that promotes adult and non-formal education in Bayelsa State.

H02: There is no significant difference in the mean response of teachers and BSEDTF staff on the extent to which available programmes in Bayelsa State Education Development Trust Fund promotes adult and non-formal education in Bayelsa State.

Methodology

Descriptive survey design was adopted for this study. The population of the study comprised all 5432 teachers in government owned secondary schools in Bayelsa State and 87 staff of BSEDTF. Purposive sampling technique was used to select 1 LGA each from the 3 senatorial districts in the state. Simple random sampling technique was used to select 3 schools each from the LGA(s) above. The 120 teachers from the 9 schools and all the 69 BSEDTF senior staff formed the sample of the study. A researcher-developed structured instrument tagged: "Bayelsa Education Development Trust Fund and Adult Education Questionnaire" formatted in four-point scale was used for data collection. The instrument was validated by experts of Measurement and Evaluation and adult education. It was subjected to pilot testing and the outcome was analyzed using Cronbach Alpha Formula which yielded a coefficient value of 0.80. On-the-spot mode of questionnaire administration was adopted and 100% return rate was achieved. Mean and standard deviation was used to answer the research questions, while t-test statistics was used to test the research hypotheses.

Items with mean value of 2.50 and above were interpreted as accepted, while those with mean value below 2.50 were termed to be rejected.

Analysis and Results

Research Questions

Research Question 1

What are the available programmes in Bayelsa State Education Development Trust Fund that promotes adult and non-formal education in Bayelsa State?

Table 1: Mean and Standard Deviation of Responses on Available Strategies that Promote Adult and Non-formal Education

S/N	Items	Mean	Std	Remarks
1.	Establishment of entrepreneurship development centre	2.04	0.501	NA
2.	Sensitization, advocacy and mobilization of support for adult and non-formal education	3.50	1.02	A
3.	Promotion of science, technology and innovation by providing incentives for adults willing to continue schooling.	2.06	0.43	NA
4.	Promotion of links with the private sector through research, consultancy, training as building networks and alliances	2.60	0.79	A
5.	Business incubation	2.19	0.89	NA
6.	Basic curriculum development for adaptable and sustainable adult and non-formal education sector.	3.45	1.03	A
7.	Marketing	3.09	0.99	A
8.	Policy and strategic planning	2.39	0.66	NA
9.	General administration	2.13	0.73	NA

Source: Fieldwork (2020).

*A=Available, NA=Not Available

The table above shows the mean response of respondents on the available strategies in Bayelsa Education Development Trust Fund for promoting adult and non-formal education in Bayelsa State. Item 1, 3, 6 and 9 have mean values of 2.04, 2.06, 2.19, 2.39, and 2.13 respectively which are below the criterion mean value of 2.50. Item 2, 4, 5, 7 and 8 have mean values of 3.50, 3.89, 2.60, 3.45, and 3.09 which are above the criterion mean value of 2.50. Hence, items 2, 4, 5, 7 and 8 are available, while items 1, 3, 6 and 9 are not available in Bayelsa Education Development Trust Fund for promoting adult and non-formal education in Bayelsa State.

Research Question 2

To what extent does the available programmes in Bayelsa State Education Development Trust Fund promotes adult and non-formal education in Bayelsa State?

Table 2: Mean and standard Deviation of Responses on the Extent to which Programmes Promote Adult and non-Formal Education

S/N	Items	N	Mean	St.d	Remarks
1.	Establishment of entrepreneurship development centre	153	2.36	0.93	VLE
2.	Sensitization, advocacy and mobilization of support for adult and non-formal education	153	3.73	1.31	VHE
3.	Promotion of science, technology and innovation by providing incentives for adults willing to continue schooling.	153	2.13	0.78	VLE
4.	Promotion of links with the private sector through research, consultancy, training as building networks and alliances	153	3.93	1.07	VHE
5.	Business incubation	153	3.07	0.98	VHE
6.	Basic curriculum development for adaptable and sustainable adult and non-formal education sector.	153	2.16	0.54	VLE
7.	Marketing	153	3.50	1.14	VHE
8.	Policy and strategic planning	153	3.76	0.98	VHE
9.	General administration	153	2.17	0.34	VLE

Source: Fieldwork (2020)

**VLE=Very Low Extent, VHE=Very High Extent*

The result in table 2 above shows that the mean value of items 1, 3, 6 and 9 were below the criterion mean of 2.50, while items 2, 4, 5, 7 and 8 have mean values above the criterion mean of 2.50. Hence, the extent to which items 1, 3, 6 and 9 promotes adult and non-formal education was very low, while the others were very high.

Hypotheses

H01: There is no significant difference in the mean response of teachers and BSEDTF staff on the available programmes in Bayelsa State Education Development Trust Fund that promotes adult and non-formal education in Bayelsa State.

Table 4: t-test statistic of the available programmes in Bayelsa State Education Development Trust Fund that promotes adult and non-formal education

Categories	N	\bar{x}	SD	Df	t_{cal}	t_{crit}	Decision
BSETF STAFF	67	3.01	0.87	185	1.77	1.960	A
Teachers	120	2.75	0.84				

Assessment of Roles of Bayelsa State Education Development Trust Fund in Promoting Adult and Non-Formal Education in Bayelsa State SOURCE: FIELD SURVEY (2019)

Result in table 4 shows that the aggregate mean rating of principals and Teachers on the mandate of Bayelsa Education Trust Fund is 3.01 and 2.75, while corresponding standard

deviation is 0.87 and 0.84. The t_{cal} is 1.77, which is less than t_{crit} of 1.960 at a df of 185 and a significance level of 0.05. Therefore the null hypothesis is accepted, hence there is no significant difference in the mean response of teachers and BSEDTF staff on the available programmes in Bayelsa State Education Development Trust Fund that promotes adult and non-formal education in Bayelsa State.

H02: There is no significant difference in the mean response of teachers and BSEDTF staff on the extent to which available programmes in Bayelsa State Education Development Trust Fund promotes adult and non-formal education in Bayelsa State.

Table 4: t-test Statistic on the Extent to which the Bayelsa Education Trust Fund Promotes Adult and Non-formal Education

Categories	N	\bar{x}	SD	Df	t_{cal}	t_{cri}	Decision
BSEDTF staff	67	2.96	0.83	185	1.84	1.960	A
Teachers	120	2.57	0.81				

A=Accepted.

Source: Field Survey (2020)

Result in table 4 shows that the aggregate mean rating of BSEDTF staff and teachers on the extent to which available programmes in Bayelsa State Education Development Trust Fund promotes adult and non-formal education in Bayelsa State is 2.96 and 2.57, while corresponding standard deviation is 0.83 and 0.81. The t_{cal} is 1.84, which is less than t_{crit} of 1.960 at a df of 185 and a significance level of 0.05. Therefore the null hypothesis is accepted, hence there is no significant difference in the mean response of teachers and BSEDTF staff on the extent to which available programmes in Bayelsa State Education Development Trust Fund promotes adult and non-formal education in Bayelsa State.

Discussion of Findings

The findings in research question one revealed that sensitization, advocacy and mobilization of support for adult and non-formal education, promotion of links with the private sector through research, consultancy, training as building networks and alliances, business incubation, Marketing Policy and strategic planning are available strategies in BSEDTF for promoting adult and non-formal education. Also, the findings from hypothesis 1, revealed that there is no significant difference in the mean response of teachers and BSEDTF staff on the available programmes in Bayelsa State Education Development Trust Fund that promotes adult and non-formal education in Bayelsa State. This finding is consistent with Mbah, (2014), Amusegban (2009), Anao (2012) who averred that establishment of entrepreneurship development centre, the mobilization of support for entrepreneurship education are available strategies for promoting adult and non-formal education.

The results in research question two revealed that the extent to which the available strategies in BSEDTF for promoting adult and non-formal education. was very low. The results in hypothesis 2 revealed that there is no significant difference in the mean response of teachers and BSEDTF staff on the extent to which available programmes in Bayelsa State Education

Development Trust Fund promotes adult and non-formal education in Bayelsa State. This is in agreement with the submission of Mbah (2014).

Conclusion

This study has established that sensitization, advocacy and mobilization of support for adult and non-formal education, promotion of links with the private sector through research, consultancy, training as building networks and alliances, business incubation, Marketing Policy and strategic planning are available strategies in BSEDTF for promoting adult and non-formal education. It has also affirmed that the extent to which the strategies promote adult and non-formal education was low.

Recommendations

- i. The officials of BSEDTF should consider the issue of adult and non-formal education, and ensure that it is promoted.
- ii. Motivation of adults to harness effectively every entrepreneurial opportunities embedded in the fund.

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