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PERCEPTION OF PRINCIPALS AND TEACHERS ON THE IMPACT OF BAYELSA STATE EDUCATION DEVELOPMENT TRUST FUND

DR. BLESSING WEY-AMAEWHULE
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, RIVERS STATE UNIVERSITY

Abstract

The paper examined the perception of the principals and Teachers on the impact of Bayelsa Education Development Trust Fund. A total of 120 teachers and 9 principals participated in the study. Descriptive survey design was employed and the instrument for data collection was "Impact of Bayelsa Education Development Trust Fund Questionnaire". The instrument attained a reliability coefficient of 0.81, 0.80, 0.79 using Cronbach Alpha method, which was considered appropriate. The data gathered was analyzed using mean and standard deviation, while the 3 research hypotheses were tested using Z-test statistic. The results established that there is no significant difference in the perception of principals and teachers on the mandate, mode and challenges associated with the implementation of Bayelsa State Education Development Trust Fund. It was recommended that the government should ensure that strict measures are put in place to compel concerned agencies and bodies to pay their dues as stipulated by the provisions of the law.

Keywords: Perception, Bayelsa Education Development Trust Fund, Mandate, Mode of Funding

Introduction

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. National 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 proving 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, created twenty-one years ago, is one of the youngest states 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 states. 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, laboratories were empty and often became havens for dangerous reptiles. The scenario was most disastrous in our rural areas where students had to sit on the floor during classes. It was a situation where most educational inputs were in acute shortage, 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 Trust Fund according to its mandate, isalso expected to contribute to the establishment of a functional and competitive education system in the state.Bayelsa education development trust found like every organization has 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 of 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, philanthropists and relevant international organizations 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;

Korikiye (2018), National Reformers (2014), Inatimi (2018) independently reported that civil servants across the state are against the mode of funding the Bayelsa Education Development Trust Fund, arguing that the funding is robbing Peter to pay Paul. However, there is scarce evidence in the literature of studies on teachers' perceptions regarding the impact of Bayelsa Education Development Trust Fund. Moreover, as far as reviewed there has been no study on the teachers' voice in terms of their opinions and views on how best the Fund can be used to improve educational activities in the state. Because teachers are at the interface between educational policy and the learners for whom the policy is intended, teachers' suggestions and opinions on the impact of Bayelsa Education Development Trust Fund must be considered in any education development initiative.

Purpose of Study

This study examined the perception of principals and teachers on the impact of Bayelsa Education Trust Fund in Bayelsa state. Specifically, the study sought the following:

i. To determine the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on infrastructural development in schools in Bayelsa state.
ii. To ascertainthe perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on staff development in schools in Bayelsa state.
iii. To investigatethe perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on the provision of instructional materials for teaching-learning in secondary schools in Bayelsa state.

Research Questions

The Following Research Questions Were Raised to Guide This Study

i. What is the perception ofprincipals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on infrastructural development in schools in Bayelsa state?
ii. What is the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on staff development in schools in Bayelsa state?

iii. What is the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on the provision of instructional materials for teaching-learning in secondary schools in Bayelsa state?

Research Hypotheses:

The following research hypotheses were formulated to guide this study and were tested at .05 level of significance

H_{O1}: There is no significant difference in the mean ratings of the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on infrastructural development in schools in Bayelsa state.

H_{02}: There is no significant difference in the mean ratings of the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on staff development in schools in Bayelsa state.

H_{03}: There is no significant difference in the mean ratings of the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on the provision of instructional materials for teaching-learning in secondary schools in Bayelsa state

Methodology:

The descriptive survey research design was adopted for the study. The population of the study comprised all 5432 teachersand 191 principals in government owned secondary schools in Bayelsa State. Stratified random sampling technique was used to select 3 local Government Areasout of the 8 in the state. Proportionate sampling technique was used to select 3 schools each from the LGA(s) above. The 120 teachers and 9 principals of the 9 schools formed the sample of the study. A researcher–developed structured instrument tagged: "Impact of Bayelsa Education Development Trust Fund Questionnaire" formatted in four–point scale was used for data collection. The instrument was validated by experts of Measurement and Evaluation from Niger Delta University. It was subjected to pilot testing and the outcome was analyzed using Kudder– Richardson formula ($K\text{-}R_{21}$), which yielded a coefficient value of 0.79. 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 Z-test statistics was used to test the research hypotheses. Items with mean value of 2.50 and above were ratedagree, while those with mean value below 2.50 were termed disagree

Results and Findings

Research Question 1

i. What is the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on infrastructural development in schools in Bayelsa state?

Table1: Respondents' mean and standard deviation of the mandate of Bayelsa Education Trust Fund

		Principals N=9			Teachers N=120		
S/N	ITEM	$\bar{x}_1$	SD_1	REMARKS	$\bar{x}_2$	SD_2	REMARKS
1.	Sensitization and mobilization of all indigenes of the Bayelsa for the purpose of donations	3.25	0.88	Agree	2.68	0.83	Agree
2.	Identify and explore all other sources for sustaining the fund	2.63	0.80	Agree	2.58	0.79	Agree
3.	Judiciously administer and regulate the fund for the development of education at all levels in the state	3.41	0.94	Agree	5.01	0.91	Agree
4.	To make budgetary allocation for the appropriation and release of fund to the ministry of education and its parastatals based on their respective priority	3.05	0.85	Agree	2.59	0.81	Agree
	Grand Mean/SD	**3.01**	**0.87**		**2.75**	**0.84**	

SOURCE: FIELD SURVEY (2020)

Table 1 showed that all the 4 items (1-4) on the mandate of Bayelsa Education Development Trust Fund in Bayelsa State have their mean perception for Principals ranging from 2.54 – 3.25. For teachers, all the items (1-4) also have mean rating ranging from 2.68 – 2.87.These set of mean rating on the items indicate that the principals and teachers have the same perception on the mandate of Bayelsa Education Development Trust Fund. The grand mean values of 3.01 and 2.75 respectively also support this agreement based on the criterion mean of 2.50. The standard deviation which ranged from .94 to .73 indicates closeness in the opinion of both categories of respondents. Thus, the Principals and teachers had the same perception onthe mandate of Bayelsa Education Development Trust Fund.

Research Question 2

i. What is theperception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on staff development in schools in Bayelsa state?

Table 2: Respondents'mean and stand and deviation on the mode of funding the Bayelsa Education Trust Fund

		Principals N=9			Teachers N=120		
S/N	**ITEM**	$\bar{x}_1$	**SD_1**	**REMARKS**	$\bar{x}_2$	**SD_2**	**REMARKS**
5	5% of internally generated revenue (IGR) of the state Government and all Local Government(s) in the state	2.65	0.80	Agree	2.51	0.79	Agree
6	1% of total contract sum of companies/firms, individuals executing contacts, consultancies and management services awarded by the state.	3.00	0.86	Agree	2.53	0.80	Agree
7	2% of the salary of every political office holder(appointed or elected) at the state and LGA level in the state	2.75	0.81	Agree	2.60	0.82	Agree
8	0.5% of consolidated basic civil servants salaries in the state and LGA	3.41	0.83	Agree	2.57	0.81	Agree
9	Donations in kind or cash from individuals, organizations corporate bodies, etc	2.85	0.82	Agree	2.80	0.83	Agree
10.	Monies appropriated to the Fund by the State Government.	2.93	0.85	Agree	2.61	0.82	Agree
11.	Monies appropriated to the Fund by the LGA.	3.00	0.86	Agree	2.52	0.80	Agree
	Grand mean/SD	**2.96**	**0.83**		**2.57**	**0.81**	

SOURCE: FIELD SURVEY (2020)

Table 2 showed that all the 6items (6-11) on the mode of funding Bayelsa Education Development Trust Fund have their mean perception for principals ranging from 2.65 – 3.41. For teachers all the items (6-11) also have mean rating ranging from 2.50 – 2.80. These set of mean rating on the items indicate that there is no difference in the perception of principals and teachers on the mode of funding Bayelsa Education Development Trust Fund. The grand mean values of 2.96 and 2.57 respectively also support this agreement based on the criterion mean of 2.50. The standard deviation which ranged from .83 to .81 indicates closeness in the opinion of both categories of respondents. Thus, the principals and teachers have the same opinion on the mode of funding Bayelsa Education Development Trust.

Research Question 3:

What is the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on the provision of instructional materials for teaching-learning in secondary schools in Bayelsa state?

Table 3: Mean and standard deviation of the perception of respondents on the challengesassociated with the implementation of Bayelsa Education Trust Fund

		Principals N=9			Teachers N=120		
S/N	**ITEM**	$\bar{x}_1$	**SD_1**	**REMARKS**	$\bar{x}_2$	**SD_2**	**REMARKS**
12.	Poor funding.	3.05	0.90	Agree	2.55	0.78	Agree
13.	Lack of political will	2.89	0.87	Agree	2.50	0.72	Agree
14.	Lack of Educational development blueprint.	3.02	0.89	Agree	2.57	0.78	Agree
15.	Effective accountabilityof the management of the fund.	2.65	0.84	Agree	2.52	0.74	Agree
16.	Political instability	3.57	0.93	Agree	2.54	0.75	Agree
	Grand mean/ SD	**2.78**	**0.87**		**2.58**	**0.77**	

SOURCE: FIELD SURVEY (2020)

Table 3 showed that all the 5 items (12-16) on the challenges associated with the implementation of Bayelsa State Education Development Trust Fund have their mean perception for principal ranging from 2.49 – 3.63. For teachers, all the items (12-16) also have mean rating ranging from 2.50 – 2.73. These set of mean rating on the items indicate that there is no difference in the perception of principals and Teachers on the challenges associated with the implementation of Bayelsa State Education Development Trust Fund. The grand mean values of 2.78 and 2.58 respectively also supports this agreement based on the criterion mean of 2.50. The standard deviation which ranged from .87 to .77 indicates closeness in the opinion of both categories of respondent.

Testing Hypotheses

H_{O1}: There is no significant difference in the mean ratings of the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on infrastructural development in schools in Bayelsa state.

Table 4: t-test statistic of the difference between mean ratings of responses by principals and teachers on the mandate of Bayelsa Education Trust Fund

Categories	**N**	$\bar{x}$	**SD**	**df**	t_{cal}	t_{crit}	**Decision**
Principals	9	3.01	0.87	127	1.77	1.960	A
Teachers	120	2.75	0.84				

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 Fundis 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 127 and a significance level of 0.05. Therefore, the null hypothesis is accepted, hence there is no significant difference between the perception of principals and teachers on the mandate of Bayelsa Education Trust Fund.

H_{02}: There is no significant difference in the mean ratings of the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on staff development in schools in Bayelsa state.

Table 5: t-test statistic on the difference in perception ofprincipals and teachers on the mode of funding the Bayelsa Education Trust Fund

Categories	N	$\bar{x}$	SD	Df	t_{cal}	t_{cri}	Decision
Principals	9	2.96	0.83	127	1.84	1.960	A
Teachers	120	2.57	0.81				

A=Accepted. **SOURCE: FIELD SURVEY (2020)**

Result in table 5 shows that the aggregate mean rating of principals and teachers on the mode of funding the Bayelsa Education Trust Fund 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 127 and a significance level of 0.05. Therefore, the null hypothesis is accepted, hence there is no significant difference between the perception of principals and teachers on the mode of funding the Bayelsa Education Trust Fund.

H_{03}: There is no significant difference in the mean ratings of the perception of principals and teachers on the impact of Bayelsa State Education Development Trust Fund (BSDTF) on the provision of instructional materials for teaching-learning in secondary schools in Bayelsa state

Table 6: T-test statistic on the difference in perception of principals and teachers on the challenges associated with the implementation of Bayelsa Education Trust Fund

Categories	**N**	$\bar{x}$	**SD**	**Df**	t_{cal}	t_{crit}	**Decision**
Principals	9	2.78	0.87	127	1.83	1.960	A
Teachers	120	2.54	0.77				

A=Accepted. **SOURCE: FIELD SURVEY (2020)**

Result in table 6 shows that the aggregate mean rating of principals and teachers on the challenges associated with the implementation of Bayelsa Education Trust Fund is 2.78 and 2.54 respectively, while corresponding standard deviation is 0.87 and 0.77. The t_{cal} is 1.83,

which is less than t_{crit} of 1.960 at a df of 127 and a significance level of 0.05. Therefore, the null hypothesis is accepted, hence there is no significant difference between the perception of principals and teachers on the challenges associated with the implementation of Bayelsa Education Trust Fund.

Discussion of Findings

The main aim of this study is to investigate the perception of principals and teachers on the mandate, mode and challenges associated with the implementation of Bayelsa Education Trust Fund in Bayelsa state.

The study revealed that principals and teachershave the same opinion on the mandate of Bayelsa Education Development Trust Fund. All respondents are of the opinion that the mandate establishing the fund is good. These findings is consistent with the findings of Oladunjoye, 2016, Edokpolor and Somorin (2017) who submitted that the Bayelsians generally hail the rationale behind the establishment of the fund.

The study revealed that there is no significant difference between theperception of principals and teachers on the mode of funding Bayelsa Education Trust Fund.This impliesprincipals and teachershave the same opinion on the mode of funding the Bayelsa Education Development Trust Fund.This finding is in agreement with the findings of Omeodu and Charles-Owaba (2019), who submitted that the choice of funding education should be the responsibilityof all and sundry.

Finally, the study revealed that there is no significant difference in perception of principals and teachers on the challenges associated with the implementation of Bayelsa Education Development Trust Fund. This implies that principals and teachers have the same opinion on the challenges associated with the implementation of Bayelsa state Development Trust Fund. Both principals and teachers agree that lack of political will, political instability, lack of educational development blueprint and poor funding are challenges associated with the implementation of Bayelsa Education Development Trust Fund.

Conclusion

It was established that there is no significant difference in the perception of principals and teacherson the mandate, mode and challenges associated with the implementation of Bayelsa State Education Development Trust Fund.

Recommendations

Based on the findings of this research, the following recommendations were made:

1. The government should ensure that strict measures are put in place to compel concerned agencies and bodies to pay their dues as stipulated by the provisions of the law.
2. Enlightenment programmes should be continuously organized to educate corporate and private individuals on the need to support the fund.
3. The management of the fund should be honest in disbursing the accrued fund and ensure that it is used for the purpose intended.

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