

Assessment of the Impact of Bayelsa State Education Development Trust Fund on Secondary Education in Bayelsa State, Nigeria

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Abstract: *In Bayelsa State, Nigeria, the research evaluated the “effect of the Bayelsa State Education Development Trust Fund (BSDTF) on secondary education.” Determining the degree to which BSDTF improves staff and infrastructure development in secondary schools was the main goal of the study, which used a descriptive survey research approach. A sample of 120 instructors and 69 senior BSDTF staff members were chosen by simple random selection, and the population consisted of 5,432 teachers at government-owned secondary schools and 87 BSDTF employees. A standardised questionnaire called the “Bayelsa Education Development Trust Fund and Secondary Education Questionnaire,” which was trial-tested and verified by professionals, was used to gather data. The Cronbach Alpha Formula yielded a reliability value of 0.89. The study questions were answered using mean and standard deviation, and the hypotheses were evaluated using t-test statistics. With no discernible changes between teachers' and BSDTF personnel's comments, the results showed that BSDTF had a little impact on staff and infrastructure development in secondary schools. To properly carry out BSDTF's primary responsibilities, it is advised that infrastructure development be given first priority and that secondary school teachers be trained.*

Keywords: Bayelsa state education development trust fund, secondary education, infrastructural development, staff development

INTRODUCTION

Any civilization hoping to advance in the knowledge-based economy and globally interconnected world of today has to have a well-designed educational system that can propel both social change and technical advancement. Education has consistently demonstrated its significance as a powerful catalyst for individual and national growth, progress, and prosperity. The **National Policy on Education** acknowledges this by declaring schooling as an tool "par excellence" for successful development (NPE, 2014). Countries that offer functional

education often prosper, but those that do not run the danger of stagnating or regressing (Korikiye, 2017). Adequately developed human capital remains a key foundation for wealth generation in any nation.

Bayelsa State, established just two decades ago, is among the youngest states in Nigeria. According to Korikiye (2017), the state faces numerous challenges, including inadequate infrastructure, violent conflicts, and a significant lack of skilled manpower in various fields. This has resulted in poor student performance in external examinations and a high dropout rate, making Bayelsa one of Nigeria's least educationally developed states. Idumagi (2018) further noted that before Governor Seriake's administration, the state's schools were in dire conditions—classrooms were dilapidated, laboratories were unusable, and rural students often sat on floors during lessons. Educational resources were grossly inadequate, and the pupil-teacher ratio hindered effective learning. At the time, Bayelsa ranked as the third least educationally developed state in Nigeria and the lowest in the South-South geopolitical zone. To address these issues, Governor Seriake's administration declared an emergency in the education sector and subsequently enacted the Bayelsa Education Development Trust Fund (BEDTF) in 2017 (Vanguard, 2012). The BEDTF aims to mobilize resources to upgrade education in the state, establishing a globally competitive educational system driven by stakeholder contributions. The Fund's mandate includes mobilizing donations from Bayelsa indigenes, Nigerians, philanthropic groups, and international organizations, identifying alternative funding sources, and ensuring efficient utilization of funds to develop education at all levels.

The BEDTF receives funding through state and local government appropriations, 5% of the state's Internally Generated Revenue (IGR), 1% of the total contract value of state-awarded projects, and 2% of political officeholders' salaries. According to World Bank (2015), secondary education is a critical gateway to economic and social development. Nigeria's Education and Training Policy (ETP, 2015) defines secondary education as formal post-primary education for individuals completing six years of primary education and meeting the requisite entry criteria. Secondary education, organized into two three-year cycles (JSS and SSS), prepares students for higher education, vocational training, and professional careers. The objectives of secondary education include building on primary education foundations, promoting national unity, enhancing linguistic and communication skills, and equipping students with knowledge and skills for future academic and occupational success. The BEDTF allocates 70% of its resources to secondary education, 20% to primary education, and 10% to tertiary education (BEDTF, 2017).

Aduwari-Ogah and Abadom (2021) looked into how BEDTF helped Bayelsa State's non-formal education sector. Using a descriptive survey of 153 respondents from three LGAs, they found BEDTF's contributions to adult and non-formal education were minimal. They recommended including this sector in BEDTF's focus. Similarly, Wey-Amaewhule (2022) examined principals' and teachers' perceptions of BEDTF's impact. Using a survey design with 120 teachers and nine principals, the study found no significant differences in perceptions

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regarding the fund's mandate, funding mechanisms, and challenges. It recommended enforcing stricter compliance with funding provisions.

While previous studies have addressed BEDTF's impact on non-formal education and stakeholder perceptions, there is limited research on its impact on secondary education. Consequently, this study aims to evaluate the contributions of the BSEDTF to secondary education in the state.

The study assessed the impact of Bayelsa Education Trust Fund on secondary education. Specifically, the research did the following:

- I. To determine the extent to which Bayelsa State Education Development Trust Fund (BSDTF) enhances infrastructural development in secondary schools in Bayelsa State.
- II. To determine the extent to which Bayelsa State Education Development Trust Fund (BSDTF) enhances staff development in secondary schools in Bayelsa State.

Research Questions

To direct the investigation, the following questions were developed:

- i. To what extent has Bayelsa State Education Development Trust Fund (BSDTF) enhanced infrastructural development in secondary schools in Bayelsa State?
- ii. To what extent has Bayelsa State Education Development Trust Fund (BSDTF) enhanced staff development in secondary schools in Bayelsa State?

Hypotheses

- **H01:** There is no significant difference in the mean response of teachers and BSEDTF staff on the extent to which Bayelsa State Education Development Trust Fund (BSDTF) enhances infrastructural development in secondary schools in Bayelsa State.
- **H02:** There is no significant difference in the mean response of teachers and BSEDTF staff on the extent to which Bayelsa State Education Development Trust Fund (BSDTF) enhances staff development in secondary schools in Bayelsa State.

METHODOLOGY

The study employed a "descriptive survey design." 5,432 teachers from Bayelsa State's government-owned secondary schools and 87 employees of the Bayelsa State Education Development Trust Fund (BSEDTF) made up the population. A single Local Government Area (LGA) was chosen from each of the state's three senatorial districts using basic random sampling via balloting. From these LGAs, three schools were randomly selected, resulting in nine schools in total. The sample comprised 120 teachers from these schools and 69 senior staff members of the BSEDTF.

Data collection utilized a researcher-developed structured questionnaire titled "Bayelsa Education Development Trust Fund and Secondary Education Questionnaire," which was based on a four-point rating scale. The instrument had two parts: The first one collected

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demographic information, while Part II was divided into two sections. Section A included six items evaluating the extent to which the BSEDTF supports infrastructural development, and Section B comprised six items assessing its contributions to staff development.

The instrument underwent validation by experts in Tests and Measurement, whose feedback informed the final version. Twenty instructors and ten BSEDTF employees who were not part of the main study but had traits in common with the target group participated in a trial test. Cronbach's Alpha determined the instrument's dependability, and the resultant value of .89 was considered satisfactory.

The questionnaires were administered on-site, achieving a 100% response rate. To answer the study questions, the mean and standard deviation were utilized, and the hypotheses were tested using t-test statistics. Items with mean values of 2.50 or higher were interpreted as indicating a high extent, while those below 2.50 were regarded as indicating a low extent.

ANALYSIS AND RESULTS

Research Questions

Research Question 1

To what extent has Bayelsa State Education Development Trust Fund (BSDTF) enhanced infrastructural development in secondary schools in Bayelsa State?

Table 1: mean and standard deviation on the extent to which Bayelsa State Education Development Trust Fund (BSDTF) enhanced infrastructural development

S/N	ITEM	TEACHER N=120			BEDTF,N=69		
		\bar{x}_1	SD ₁	REMARKS	\bar{x}_2	SD ₂	REMARKS
	BEDTF has provided/or maintained the underlisted infrastructures in secondary schools in Bayelsa State.						
1.	Classroom Block	2.25	0.88	LE	2.68	0.83	HE
2.	Laboratory/Equipment's	2.36	0.80	LE	2.38	0.79	LE
3.	Library	2.41	0.94	LE	2.01	0.91	LE
4.	Hostel Facilities	2.05	0.85	LE	3.59	0.81	HE
5.	Books and non-print media	2.41	0.74	LE	2.25	0.94	LE
6.	Power supply	2.27	0.87	LE	2.36	0.85	LE
7.	ICT facilities	2.48	0.68	LE	2.41	0.74	LE
	Grand Mean/SD	2.31	0.87	LE	2.48	0.84	LE

Table 1 showed that all seven of the instructor items fell below the 2.50 criteria mean value, indicating poor extent. For BEDTF Staff, 5 items (2, 3, 5, 6 and 7) had a mean value below the criterion mean value of 2.50, which indicated low extent, while the other 2 (1 and 4) had a value higher than 2.50, hence they are interpreted as high extent. The grand mean values of 2.31 and 2.48, respectively, show that the Bayelsa State Education Development Trust Fund (BSDTF) has not significantly improved the infrastructure of the state's secondary schools. Table 1 shows that all seven items for teachers scored below the criterion mean of 2.50,

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indicating a low extent. For BSEDTF staff, five items (items 2, 3, 5, 6, and 7) had mean values below 2.50, also reflecting a low extent, while two items (items 1 and 4) exceeded the criterion mean of 2.50, indicating a high extent. The overall mean scores of 2.31 for teachers and 2.48 for BSEDTF staff suggest that the extent to which the Bayelsa State Education Development Trust Fund (BSEDTF) supports infrastructural development in secondary schools is low.

Research Question 2

To what extent has Bayelsa State Education Development Trust Fund (BSEDTF) enhanced staff development in secondary schools in Bayelsa State?

Table 2: Mean and standard deviation on the extent to which Bayelsa State Education Development Trust Fund (BSEDTF) enhanced staff development

S/N	ITEM	TEACHER N=120			BSEDTF, N=69		
		\bar{x}_1	SD ₁	REMARKS	\bar{x}_2	SD ₂	REMARKS
	BSEDTF has provided the underlisted staff development opportunities in secondary schools in Bayelsa State.						
1.	Leadership Training for secondary school teachers	2.15	0.88	LE	2.34	0.83	LE
2.	Workshop to enhance teachers' pedagogical skills	2.26	0.80	LE	2.32	0.79	LE
3.	Workshop to enhance teacher's classroom management skills	2.41	0.94	LE	2.16	0.91	LE
4.	Training to enhance teachers' entrepreneurial skills	2.05	0.85	LE	2.15	0.81	LE
5.	Training to enhance teachers ICT skills	2.27	0.87	LE	2.26	0.85	LE
6.	Training to enhance teachers' professionalism	2.48	0.68	LE	2.41	0.74	LE
	Grand Mean/SD	2.16	0.87	LE	2.38	0.84	LE

Table 2 indicates that all six items for both teachers and BSEDTF staff scored below the criterion mean of 2.50, reflecting a low extent. The overall mean values of 2.16 for teachers and 2.38 for BSEDTF staff further confirm that the extent to which the BSEDTF has contributed to staff development in secondary schools in Bayelsa State is low.

Testing Hypotheses

H01: there is no significant difference in the mean response of teachers and BSEDTF staff on the extent to which Bayelsa State Education Development Trust Fund (BSEDTF) enhances infrastructural development in secondary schools in Bayelsa State.

Table 3: t-test statistic of hypothesis 1

Categories	N	\bar{x}	SD	Df	t _{cal}	t _{crit}	Decision
BSETF STAFF	67	2.38	0.87	185	1.77	1.960	A
Teachers	120	2.41	0.84				

SOURCE: Fieldwork (2023)

The findings in Table 3 show that, on average, teachers and BSEDTF employees give the BSEDTF an overall rating of 2.38 and 2.41, respectively, with standard deviations of 0.87 and 0.84, regarding how much it improves secondary school infrastructure. A critical t-value (t_{crit}) of 1.960 at a significance level of 0.05 and a degree of freedom (df) of 185 is more than the computed t-value (t_{cal}) of 1.77. Consequently, there is no discernible difference in the mean replies of BSEDTF officials and teachers about the degree to which BSEDTF enhances infrastructure development in secondary schools in Bayelsa State, supporting the null hypothesis.

H02: There is no significant difference in the mean response of teachers and BSEDTF staff on the extent to which Bayelsa State Education Development Trust Fund (BSDTF) enhances staff development in secondary schools 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	2.16	0.83	185	1.84	1.960	A
Teachers	120	2.38	0.81				

A=Accepted.

SOURCE: Fieldwork (2023)

Overall mean evaluations of BSEDTF personnel and teachers for how much the BSEDTF improves staff development in secondary schools are 2.16 and 2.38, respectively, with standard deviations of 0.83 and 0.81, according to the figures in Table 4. At a degree of freedom (df) of 185 and a significance level of 0.05, the computed t-value (t_{cal}) is 1.84, which is less than the critical t-value (t_{crit}) of 1.960. As a result, the null hypothesis is accepted, showing that there is no discernible difference between the mean answers of BSEDTF personnel and teachers about how much BSEDTF improves staff development in Bayelsa State secondary schools.

DISCUSSION OF FINDINGS

Bayelsa State Education Development Trust Fund (BSDTF) Enhanced Infrastructural Development

The findings from research question 1 indicate that the extent to which the Bayelsa State Education Development Trust Fund (BSDTF) has enhanced infrastructural development in secondary schools in Bayelsa State is low. Additionally, findings from hypothesis 1 reveal no significant difference in the mean responses of teachers and BSEDTF staff regarding the extent of this enhancement. These findings align with those of Aduwari-Ogah and Abandom (2021), who reported that the impact of BEDTF on adult education is similarly low. Furthermore, this

observation is supported by a statement from the Executive Secretary of the Board, as published in the Independent Daily Newspaper (2022), which suggested that BSDTF is primarily responsible for just the 11 model schools in the state.

Bayelsa State Education Development Trust Fund (BSDTF) Enhanced Staff Development

According to the results from research question 2, the extent to which BSDTF has contributed to staff development in secondary schools in Bayelsa State is also low. Findings from hypothesis 2 similarly revealed no significant difference in the mean responses of teachers and BSEDTF staff regarding the enhancement of staff development. These findings are consistent with those of Wey-Amawhule (2022), who reported a low impact of BSDTF on secondary education. As noted in the Independent Daily Newspaper (2022), the Executive Secretary remarked that BSDTF's responsibility is limited to just the 11 model schools in the state.

CONCLUSION

The report comes to the conclusion that BSDTF hasn't done much to improve personnel and infrastructure development in Bayelsa State's secondary schools. Additionally, the research demonstrates that there is no discernible difference in the mean replies of BSEDTF personnel and teachers about the influence of BSDTF on staff and infrastructure development in Bayelsa State secondary schools.

Recommendation

- i. **Infrastructural Development:** The issue of infrastructural development in secondary schools should be given special attention by the BSEDTF. As infrastructural development is one of the core mandates stipulated in the act establishing the fund, it is crucial that the board prioritizes and takes more significant steps to enhance the infrastructure of secondary schools across the state.
- ii. **Staff Development and Training:** The board should organize a series of training sessions for secondary school teachers to support their professional growth. These training sessions will help justify the funding allocated to the education sector as outlined in the act that established BSEDTF, ensuring that the funds are effectively used to improve teaching quality and staff development in the schools.

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