PRIVATE PARTNERSHIP FUNCTIONS IN THE MANAGEMENT OF TECHNICAL EDUCATION PROGRAMMES OF COLLEGES OF EDUCATION IN LAGOS STATE

BY

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Abstract

The study identified private partnership functions required in the management of technical education programmes of colleges of education in Lagos State. Three research questions guided the study while three null hypotheses were formulated and tested at 0.05 level of significance. The study adopted survey research design. The population for the study was 586 comprising 186 lecturers in tertiary institutions and 400 supervisors in private sectors in Lagos State. The sample size for the study was 302 made up of lecturers in institutions and supervisors in registered private sectors in Lagos State. Purposive sampling technique was employed to select 116 supervisors from registered private industries while all the lecturers were studied. The instrument for data collection was structured questionnaire and three experts validated the instrument while Cronbach alpha reliability method was used to determine the internal consistency of the items and a coefficient of 0.82 was obtained. Mean was used to answerthree research questions while t test statistic was used to test the null hypotheses at 0.05 level of significance.The study found out 41 items; 16 in instructional management, 15 in administering staff and students of technical education and 10 in financial management were requiredby private sectors in managing technical education programmes in colleges of education. There was no significant difference in the mean responses of lecturers and supervisors in private sectors on the private partnership functions required for involving private sectors in instructional management, staff and students' administration and financial management of colleges of education. Based on these findings, it was recommended that all the private partnership functions identified in this study should be used by school administrators for involving private sectors in managing technical education programmes in schools and colleges. It was also recommended that Private sectors should be educated on both direct and indirect benefits in partnering the schools in managing technical and vocational education programmes.

Introduction

Colleges of education (COE) play a vital role in the manpower development. Bakare and Adesuyi (2015) described colleges of education as the tertiary institutions established to train and equip students with knowledge, skills and values in order to become competent teachers for effective implementation of primary and junior secondary school curricula. Levine (2007) stated that college of education is devoted to scholarship in the field of education, which is an interdisciplinary branch of the social sciences encompassing sociology, psychology, linguistics, economics, political science, public policy, history, and others, all applied to the topic of elementary, secondary, and post-secondary education. Ellah (2007) also added that COE are tertiary institutions that prepare intermediate level teachers for a minimum of three years to make them qualify to teach their respective subjects. Dare (2015) explained that the graduates of colleges of education are expected to teach in primary and secondary schools, in order to nurture and shape the children who are the future and leaders of tomorrow. The objectives of the college of education as spelt out in the decree establishing them include: (i) to provide full-time courses in teaching, instruction and training in technical, vocational, sciences and, (ii) to conduct courses in education for qualified teachers, (iii) to arrange conferences, seminars and workshops related to the field of learning specified in paragraph (a) above and (iv) to perform such other functions as in the opinion of the college council. Colleges of education are institutions established and charged with responsibility of producing teachers for basic schools such as primary and junior secondary schools in the areas of science, vocational and technical education among others.

Technical and vocational education is an education for work. Uwaifo (2009) described technical and vocational education as any form of education whose purpose is to prepare person(s) for employment in an occupation or group of occupations. Acquisition of skills and techniques in technical and vocational education enables individuals to earn a living. Federal Government of Nigeria (2004) defined technical education as training or retraining programme, which is given in schools or classes under public supervision and control. In colleges of education, technical education programmes such as automobile technology, building, woodwork, metalwork and electrical/electronic technology are organized under a school of technical education. Each of the areas of technical education in colleges of education level is called a programme. Olaitan and Ndomi (2000) described programme as a planned list of instructions to be executed or carried out in a logical manner during learning or training.Quality and Qualification Ireland (QQI) (2013) reported that a programme is the learning package designed, developed and delivered by the teachers or experienced educators. Technical education programme is result oriented but capital intensive. Uwaifo (2009) stated that technical education programme brings

about advancement that aims at fitting manpower for employment and provide continuing training for those already qualified, so that they can keep up with modern working methods. They cannot be run successfully without relevant materials and qualified personnel.

Teachers need relevant resource to teach the contents of technical education programme. In most colleges of education in Nigeria, some of these resources are not available for use in order to achieve purpose of instituting technical education. Resource materials such as machines, books, tools, equipments and instruments are obsolete and in bad conditions. It is observable that despite the huge investments by both the governments and the parents in education, in terms of human and material resources students are still graduating with little or no knowledge and skills for entryand continuity in jobs. In order to sustain technical education programmes in COE, there is need for establishing a partnership between the COE and private sectors. Private sectors are the consumers of the skills and knowledge acquired by the products of technical education programmes of colleges of education. Private sectors in this study are the industries owned by an individual, or groups of individuals, multinationals who have capacities to provide training materials, fund, finance and special training for staff and students of technical education programmes for the purpose of improving their knowledge, skills and attitudes. Partnership functions will help in eliminating most of the challenges facing technical education programmes of colleges of education in Lagos State

Function is an assignment, role or responsibility given to someone or something to perform. Microsoft (2009) defined function as an activity or role assigned to somebody or something. Function therefore is the activity that could be put in place by private sectors for effective management of technical education programmes. Function is a feature that can be adopted to promote the effectiveness and attempt to bring solution to any areas of difficulties and stress in organizations, groups and among family members.Function is always given to someone or something in order to achieve major objectives.The functions that could be performed by private partnership at different times depend on the nature of the challenge and available resources**.** E-economic UK (2015) defined a partnership as two or more persons in business with a view to making profits; the number is usually limited to a maximum of 20. In a partnership, the partners provide the capital and share the responsibility of running the business on agreement between its members. US-Small Business Administration (2014) reported that a partnership is a single business where two or more people share ownership. Each partner contributes to all aspects of the business, including money, property, labor or skill. In return, each partner shares in the profits and losses of the business. Partnership therefore is the joint efforts

between government, school administrators and private sectors in managing technical education programmes in colleges of education. Management of technical education in this study is the efforts or activities required for effective instructional delivery, administering staff and students in addition to procurement and allocation of finance in the colleges. Partnership between the school and private sectors will bring about effective management of technical education programmes as this will lead to production of quality staffing, provision of modern training facilities such as machines, equipment, workshops, books and manual, well equipped classrooms and placement for students' practice teaching and students' industrial work experience scheme.. This study becomes necessary because it is obvious that the government is incapable of managing technical education programme. The major purpose of the study was to determine private partnership functions in the management of technical education programmes of colleges of education in Lagos State. Specifically, the study sought to:

1. Identify private partnership functions required in managing instructional service delivery in the colleges of education
2. Identify private partnership functions required in administering staff and students of technical education programmes
3. Identify private partnership functions required in financial management of technical education programmes in colleges of education

Methodology

This study employed survey research design. Adeyemo (2006) defined survey design as a way of establishing opinion on an issue of the day, attitude towards more basic issues and facts about the people being involved. Survey design was considered appropriate for the study since it elicited information from subjects on the private partnership functions strategies required in the management of technical education programmes of colleges of education.

The study was conducted in Lagos State and the population for study was 586 comprising 186 lecturers of Technical Education from Universitiesin Lagos (University of Lagos, University of Nigeria, Yaba College of Technology Campus) Federal College of Education (Technical) Akoka and Adeniran Ogunsanya College of Education Otto Ijanikinand 400 supervisors in private sectors in Lagos State. The sample for the study was 302 made up of lecturers and supervisors in registered private sectors in Lagos State. All the lecturers were involved in the study while purposive sampling technique was employed to select 116 supervisors in registered private industries in Lagos State. That is, only the supervisors working with registered industries were picked for the study.

Structured questionnaire having 45 items developed from the literature reviewed for the study was used for data collection. The questionnaire was divided into two main part I and II. Part I was used to obtain personal information from respondents, Part II contained three sections A-C, each section was based on the corresponding specific purposes of the study. Each item in the instrument was assigned a five response scale of Strongly Agree or Required (SA or SR)-5, Agree or Required (A or R)-4, Undecided (U)-3, Disagree or Not Required (D or NR)-2, and Strongly Disagree or Not Required (SD or SNR)-1point.The instrument was subjected to face validation by three lecturers and their suggestions were incorporated into the final draft of the questionnaire. The reliability coefficient of the instrument was determined by using cronbach alpha reliability method and 0.86 reliability coefficient value was obtained. Fifty six copies of the questionnaire were administered on the respondents at various institutions while fifty copies were collected back representing 89.28 percent return rate

Mean was employed for answering research questions while null hypotheses were tested using t-test, Any item with the mean value of 3.50 or above was considered as required or agreed, while any item with the mean value less than 3.50 was considered as not required or disagree. The null hypothesis of no significant difference was accepted for any item whose P- value was greater than 0.05, but rejected for any item whose P-value was less than 0.05.

Results

The results for the study were obtained from the research questions answered and hypotheses tested through data collected and analyzed.

Research Question 1

What are the private partnership functions required in managing instructional delivery in the colleges of education programme?

Hypothesis one

There is no significant difference in the mean responses of lecturers and supervisors on the private partnership functions required in managing instructional service delivery in the colleges of education.

The data for answering research question one and testing hypothesis one were presented in Table 1

Tables 1: Mean Responses of the Subjects on the Private Partnership Functions Required in Instructional Management of Technical Education Programmes

S/N	Functions	Mean	SD	Sig.	Remark, Ho
1	Provide modern facilities for teaching and learning technical education programmes	3.95	0.71	0.53	Required, NS

2	Complement efforts of government in providing well equipped classrooms for each section of technical education programmes	4.20	0.90	0.34	Required, NS
3	Help in equipping technical education drawing studios with modern facilities	3.85	0.81	0.56	Required, NS
4	Help in reviewing present contents of technical education programmes to reflect modern techniques, skills and knowledge needed in the industries	3.80	0.90	0.33	Required, NS
5	Help in maintaining machines and facilities when they are bad	3.78	0.83	0.24	Required, NS
6	Providing resource persons to implement some of the modern contents in technical education programmes	3.82	0.86	0.16	Required, NS
7	Granting teachers of technical education to visit relevant industries for more knowledge and skills about innovations	3.58	0.85	0.53	Required, NS
8	Donating technical books to implement technical education programme	3.50	0.89	0.41	Required, NS
9	Help in developing manual for practical classes	3.63	0.81	0.56	Required, NS
10	Allowing students to visit industries frequently for the purpose of equipping them with skills and attitudes	3.53	0.73	0.22	Required, NS
11	Donating mobiles such as Ipads, smart phones and laptops to teachers for proper implementation of technical education programme	3.80	0.81	0.34	Required, NS
12	Developing industries based instructional materials	3.78	7.00	0.26	Required, NS
13	Motivating students by awarding them scholarship	3.82	0.93	0.31	Required, NS
14	Help in conducting interview during staff selection and employment	3.56	0.81	0.34	Required, NS
15	Help retraining staff of technical education programmes	3.79	0.84	0.21	Required, NS
16	Setting up production units in each of the sections of technical education	3.73	0.88	0.25	Required, NS

Data in Table 1 reveal that 16 items had their mean values ranged from 3.50 to 4.20 and this shows that the mean value of each item was above the cut-off point of 3.50, indicating that 15 private partnership functions were required in instructional management of technical education programmes for optimum service delivery in the colleges of education. The Table also showed that the standard deviations of the items were within the range of 0.70 to 0.90; this indicated that the respondents were not far from the mean and one another in their responses. The table indicated that all the items had their P-values greater than 0.05. This indicated that there was no significant difference in the mean responses of lecturers and supervisors on the private partnership functions required in instructional management of technical education programmes for optimum service delivery in the colleges of education. Therefore, the null hypothesis of no significant difference was upheld for all the 15 private partnership functions

Research Question 2

What private partnership functions are required in administering technical education staff and students?

Hypothesis two

There is no significant difference in the mean responses of lecturers and supervisors on the private partnership functions required in administering technical education staff and students

The data for answering research question two and for testing hypothesis two were presented in Table 2

Tables 2: Mean Responses of the Subjects on the Private Partnership Functions required in Administering Technical Education Programme Staff and Students

S/N	Functions	Mean	SD	Sig.	Remark, Ho
1	Providing additional training for teachers of technical education in the industries	3.51	0.84	0.53	Required, NS
2	Sponsoring staff to participate in programme outside the country	3.80	0.97	0.34	Required, NS
3	Visit colleges of education to give professional talk	4.08	0.81	0.56	Required, NS
4	Help instilling disciplines in students and teachers	4.00	0.80	0.67	Required, NS
5	Educate students about the prospects in technical and vocational education	3.78	0.93	0.32	Required, NS

6	Organize career competition for students of technical education programmes	3.82	0.86	0.21	Required, NS
7	Participate in formulating policies that will benefit students and teachers	3.58	0.85	0.33	Required, NS
8	Liase with school authority and government on best way to improve teachers of technical education	3.55	0.91	0.41	Required, NS
9	Help in giving awards to outstanding staffs of technical education	3.63	0.81	0.33	Required, NS
10	Provide conducive offices to staff of technical education	3.53	0.86	0.34	Required, NS
11	Join school authority in provide special hostels for students of technical education	4.21	0.82	0.21	Required, NS
12	Sponsor staff development programmes	3.54	0.92	0.12	Required, NS
13	Assist in discipline staff for professional misconducts	3.58	0.85	0.32	Required, NS
14	Promote discipline learning among students of technical education	3.67	0.93	0.11	Required, NS
15	Help in taking decision on misbehave and disobedient students and staff	3.87	0.89	0.43	Required, NS

Data in Table 2 reveal that 15 private partnership functions had their mean values ranged from 3.51 to 4.21 and this shows that the mean value of each item was above the cut-off point of 3.50, indicating that 15 private partnership functions were required for administering technical education staff, and students. The Table also showed that the standard deviations of the items were within the range of 0.82 to 0.93; this indicated that the respondents were not far from the mean and one another in their responses. The table indicated that all the items had their P-values greater than 0.05. This indicated that there was no significant difference in the mean responses of lecturers and supervisors on the private partnership functions required for administering technical education staff and students. Therefore, the null hypothesis of no significant difference was upheld for all the 15 private partnership functions

Research Question 3

What are the private partnership functions required in financial management of technical education programme in colleges of education?

Hypothesis three

There is no significant difference in the mean responses of lecturers and supervisors on the private partnership functions required in financial management of technical education programme in colleges of education

The data for answering research question three and for testing hypothesis three were presented in Table 3

Tables 3: Mean Responses of the Subjects on the Private Partnership Functions Required in Financial Management of Technical Education in Colleges of Education

S/N	Functions	Mean	SD	Sig.	Remark, Ho
1	Establishing endowment fund by enabling bodies in the society	3.95	0.78	0.53	Required, NS
2	Donating buses to schools	3.52	0.87	0.34	Required, NS
3	Funding technical education in colleges of education from time to time	3.82	0.81	0.56	Required, NS
4	Ensuring that private sectors pay education tax	3.52	0.90	0.56	Required, NS
5	Giving financial supports to colleges of education	3.78	0.93	0.67	Required, NS
6	Providing infrastructure to schools for improving technical education programme	4.00	0.86	0.32	Required, NS
7	Giving loans to staff when salaries are delay	3.58	0.85	0.26	Required, NS
8	Set up special packages such as excess work load arrears for technical education staff	3.59	0.99	0.33	Required, NS
9	Paying salaries of security men in each schools	3.63	0.81	0.41	Required, NS
10	Partaking in decision on how funds are being spent on capital projects in schools	3.57	0.78	0.33	Required, NS

Data in Table 3 reveal that 10items had their mean values ranged from 3.52 to 4.00 and this shows that the mean value of each item was above the cut-off point of 3.50, indicating that all the 15 private partnership functions were required in financial management of technical education programme in colleges of education. The Table also showed that the standard deviations of the items were within the range of 0.78 to 0.90; this indicated that the respondents were not far from the mean and one another in their responses. The table further indicated that all the items had their P-values greater than 0.05. This indicated that there was no significant difference in

the mean responses of lecturers and supervisors on the private partnership functions required in financial management of technical education programme in colleges of education. Therefore, the null hypothesis of no significant difference was upheld for all the 15 partnership functions

Discussion of findings

The findings of this study in table 1-3 revealed that there are 41 private partnership functions (15 in instructional management, 15 in staff and students of technical education administration and 10 in financial management of technical education programmes in colleges of education) required for effective management of technical education programmes of COE in Lagos State. The findings were in agreement with the findings of Bakare and Adesuyi (2015) in a study on strategies required by technical teachers for effective management of workshop equipment in colleges of education in Lagos State where it was found that ten planning strategies, nine organizing strategies, ten monitoring strategies, and ten coordinating strategies were required by technical teachers for effective management of workshop equipment in colleges of education in Lagos State. These findings were in agreement with the opinion of Anthony (2004) who stated that organizing strategy is the process of creating a mechanism to put plans into action. These findings were in agreement with the opinion of Hugh (2008) who stated that monitoring strategy is the process that ensures whether the resources are obtained and used efficiently in achieving the organizational objectives. Edwards (2004) explained that monitoring strategy involves establishing performance standards and monitoring the output of tools and equipment to ensure each tool and equipments performance meets those standards

The findings of this study agreed with the findings of Ogbuanya and Bakare (2009) in a study on mechatronics skills required for integration into electrical/electronic engineering technology programme in polytechnics for sustainable employment of graduates in contemporary Nigeria. The findings revealed that 16 mechatronics contents and 40 mechatronics skills were required for integration into electrical/electronic engineering technology programme in polytechnics for sustainable employment of graduates. The findings of the study also agreed with the findings of Oziegbunam, (2012) in a study on strategies for effective management of electrical/electronic equipment in technical colleges in Anambra State where it was found thatnineteen planning strategies, ten out of eleven organizing strategies, fifteen coordinating strategies**,** ten controlling strategies and fifteen evaluating strategies were needed for the effective management of electrical and electronic equipment in technical colleges in Anambra State**.** The findings of the above researchers in their various research activities helped to support the justification of the results of this study on the partnership strategies for involving private sectors in the management of

technical education programmes of colleges of education in Lagos State.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

It is obvious that the government is incapable of managing technical education programme due to the nature of the contents and facilities involved. No significant results have been seen despite the government efforts in funding and financing technical education programmes in various institutions. Graduates of technical education from various institutions are not skilled and lack methodologies in displaying knowledge and good attitudes to work because of lack of modern facilities. This study was now set up to identify partnership strategies for involving private sectors in the management of technical education programmes of colleges of education in Lagos State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. All the private partnership functions identified in this study should be used by school administrators for involving private sectors in managing technical education programmes in schools and colleges.
2. Private sectors should be educated on both direct and indirect benefits of partnering the schools for managing technical and vocational education programmes.

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