

## *Full Length Research Paper*

# Private and Social Investment in Vocational Education in Lagos State Colleges of Education

**Yahya L. O\* . and Gidado A. O.**

Department of Educational Management, Faculty of Education Lagos State University, Ojo, Lagos State, Nigeria.

\*Corresponding author E-mail: [latyfah\\_2005@yahoo.co.uk](mailto:latyfah_2005@yahoo.co.uk)

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The study investigated the difference between private and social investment in vocational education in public colleges of education in Lagos state. The study was delimited to private and social investment in vocational education. One research question has raised and a research hypothesis formulated and tested. The population of the study comprised all Vocational Education Students in Public College of Education in Lagos State; Federal College of Education [Technical], Akoka 1654 students, Adeniran Ogunsanya College of Education, Ijanikin 951 students, and Micheal Otedola College of Primary Education, Epe 345 students. Other participants were teachers in Junior Secondary School of the six Education Districts of Lagos State with a population of 11,038. The sample for this study

was 983 from the student population and 1090 from the teacher population. The research instruments used for this study were questionnaire. It was discovered that significantly, private and social investments are lower in the Federal College of Education. The implication is that private and social investment differs significantly among Public Colleges of Education in Lagos State in favour of the State College of Education. It was recommended that the youth of school ages should seek an education that will make them more productive.

**Keywords:** Private investment, social investment, vocational education

## INTRODUCTION

Vocational Education is a driver of national development; it is about skills, knowledge and job creation and the basis of increased productivity. It could be a bailout option of the increasing unemployment rate in nations; and usually skills provided by vocational education are transferable between employers. Education generally is often regarded as the foundation of development in all ramifications. As the world innovates, changes have shown that the future is unpredictable especially as it concerns education, technology, skills and competencies considered the bedrock of economic, social, political mobility and growth (Okolocha, 2012). The expansive development experienced in China and India is as a result of investment in education generally and vocational education in particular (Popoola, 2012). Samuel, (2012) defined education as a potent instrument for income redistribution and poverty alleviation.

This further reiterates the fact that education plays a vital role in economic development of a nation.

Education plays a central role in modern labour market where workers need special knowledge, skill or training that economist's call human capital. Akinyemi, (2013) explained that education is one of the major measures through which individuals acquire the abilities, skills and knowledge needed to enable them function effectively in the labour markets. In other words, the knowledge and skills acquired through education enhance individuals' productivity, which largely, determines wages, as there is a positive relationship between education and the labour market.

Vocational education plays a vital role in a society's economic growth and social development. It offers sequence of courses directly related to preparing individuals for paid or unpaid employment in current or

emerging occupations. It is often an instrument for structural change. It helps people to sustain their lives and earning a living. Vocational Education can be viewed as a tool for achieving national economic and social objectives, as it encourages and supports priority industrial sectors. In addition to economic benefits, vocational education can generate massive social benefits such as crime reduction, health improvement to individuals. In this regard, it is becoming increasingly common to see vocational education as an avenue for change in Nigeria. Augustine-Daniel and Mukhari, (2006) observed that the link between vocational education and socio-economic development has fairly been established. While education in general has been accepted as an investment, human resource is a critical factor in any socio-economic initiative. The intention of vocational education is to give learners activities to develop skills that are more suited to an occupation. This is a movement away from the traditional, academic curriculum that in the past was upheld, it was observed that the profits of vocational education are self-evident and if one learns by doing as well as by thinking, reading and writing, one develops skills and competences as well as knowledge. That is why practical vocational education is regarded very largely as a means of enhancing the motivation of learners of average or below average potentials (Richardson, 2009).

### **Purpose of the study**

The study investigates the private and social profitability of investment in vocational education in public colleges of education by comparing the returns with the investment and whether its end justifies the means. More specifically, the study:

(i) Examine the private and social investment in vocational education in public colleges of education in Lagos State and the difference between them.

### **Scope of the study**

The study was delimited to private and social rate of returns to investment in vocational education in public Colleges of Education in Lagos State. It focused on all the full time vocational students of the three public Colleges of Education in Lagos State: Federal College of Education (Technical), Adeniran Ogunsanya College of Education, and Micheal Otedola College of Primary Education because they are the teachers in training

### **Research Hypothesis**

H<sub>01</sub>: There is no significant difference between Private and Social investment in vocational education in public colleges of education in Lagos State.

### **Population of the study**

The population of the study comprised all Vocational Education students in public Colleges of Education in Lagos State owned by the Federal and State governments. These Federal College of Education (Technical), Akoka with total Vocational Education students of 1,654; Adeniran Ogunsanya College of Education, Ijanikin with a total vocational student of 951 and Michael Otedola College of Primary Education, with total vocational Education students of 345. The total number vocational Education students that served as population for the study were 2,950. Other participants were teachers in junior secondary schools of the six Education Districts of Lagos state with a population of 11,038 as shown in (Tables 1 and 2) and the Public Colleges of Education administrators from which the samples were drawn.

### **Sample**

The sample for this study was 33% of the total student's population from the colleges of education which gives the number as 983. The number of vocational teachers per school was 10 from the six Education Districts, therefore, 1090 teachers served as sample, and six college administrators, two from each college also served as sample. Therefore, the total number of participants was 2079.

### **Research instruments and instrumentation**

Four instruments that were used for the study were:

- (a) Student Questionnaire on Private Investment to Vocational Education (SQPIVE).
- (b) Teachers Questionnaire on Private Returns to Investment in Vocational Education (TQPRIVE).
- (c) College Administrators Questionnaire on Social Investment in vocational education (CAQSIVE).
- (d) Observatory and Inventory Note Pad (OAINP).

### **Research Question**

(i) What are private and social investments in vocational education in Public Colleges of Education in Lagos State?

To address this research question, data on tuition and non-tuition costs were obtained. Tables 3 - 4 provide data on the private and social investment in vocational education for answering this research question. Table 3 presents the information provided by the respondents concerning the total private investment in vocational

**Table 1.** Student respondents.

| DEPARTMENTS    | FCET<br>AKOKA | ACOED<br>IJANIKIN | MOCPEP<br>NOFORIJA | SUB<br>TOTAL |
|----------------|---------------|-------------------|--------------------|--------------|
| Business Edu   | 1,260         | 615               | 246                | 2,121        |
| Agriculture    | 154           | 124               | 72                 | 350          |
| Home Econs     | 154           | 107               | 27                 | 288          |
| Fine & App Art | 86            | 35                | -                  | 121          |
| Technical      | -             | 70                | -                  | 70           |
| Grand Total    | 1,654         | 951               | 345                | 2,950        |

Source: Field work (2017).

**Table 2.** Workers Respondents: Number of Junior Secondary School Teachers by the Six Education Districts of Lagos State.

| Education Districts | No of junior secondary schools and teachers |                            |                              |                         |
|---------------------|---|----------------------------|------------------------------|-------------------------|
|                     | Number of<br>Schools                        | Number of<br>Male teachers | Number of<br>Female teachers | Total no of<br>Teachers |
| District 1          |   |                            |                              |                         |
| Agege               | 8   | 140                        | 384                          | 524                     |
| Alimosho            | 25  | 476                        | 1830                         | 2306                    |
| Ifako/ijaiye        | 8   | 119                        | 491                          | 610                     |
| District 2          |   |                            |                              |                         |
| Ikorodu             | 26  | 264                        | 621                          | 885                     |
| Kosofe              | 14  | 123                        | 383                          | 506                     |
| Somolu              | 9   | 123                        | 226                          | 349                     |
| District 3          |   |                            |                              |                         |
| Epe                 | 26  | 168                        | 230                          | 398                     |
| Eti-osa             | 20  | 116                        | 174                          | 290                     |
| Lagos Island        | 10  | 171                        | 182                          | 353                     |
| Ibeju-Lekki         | 9   | 64                         | 74                           | 138                     |
| District 4          |   |                            |                              |                         |
| Apapa               | 6   | 63                         | 119                          | 182                     |
| Lagos Mainland      | 14  | 148                        | 223                          | 371                     |
| Surulere            | 28  | 218                        | 425                          | 643                     |
| District 5          |   |                            |                              |                         |
| Ajeromi Ifelodun    | 19  | 133                        | 171                          | 304                     |
| Amuwo-Odofin        | 20  | 119                        | 284                          | 403                     |
| Badagry             | 14  | 131                        | 241                          | 372                     |
| Ojo                 | 16  | 122                        | 367                          | 489                     |
| District 6          |   |                            |                              |                         |
| Ikeja               | 13  | 144                        | 448                          | 592                     |
| Mushin              | 16  | 173                        | 374                          | 547                     |
| Oshodi/Isolo        | 25  | 211                        | 567                          | 778                     |
| Total               | 326   | 3,224                      | 7,814                        | 11,038                  |

Source; Lagos State School Census Report (2016).

education in public Colleges of Education in Lagos State. The private investment in vocational education was analysed separately for the three selected public colleges of education namely Federal Technical College, Akoka; Adeniran Ogunsanya College of Education, Ijanikin; and Michael Otedola College of Primary Education, Noforija, Epe. According to Woodhall (2004), cost-benefit analysis was used to determine profitability of private investments in education and the cost is borne by the individual and the family. For example, fees charged by institutions, expenditure on books and scholarships. Moreover, earnings foregone by the individual are also included. The number of years each respondent took in the

process of obtaining vocational education was used in the calculations of private investment in vocational education to arrive at the total amount each individual spent. Subsequently, the total average unit investment was determined. The results in Table 3 further show that private investment in vocational education in Adeniran Ogunsanya College of Education is higher than private investment in Vocational Education in Michael Otedola College of Primary Education and Federal Technical College. This is because of the availability of federal government subsidy for Vocational Education per year in the Federal Technical College. The private investment in vocational education was further analyzed using

**Table 3.** Total Average Unit Private Investment in Vocational Education in Public Colleges of Education in Lagos State.

| Variables                         | Federal College of Education Technical Akoka (FCT) | Adeniran Ogunsanya College of Education | Michael Otedola College of Primary Education, Noforija (CPE) |
|-----------------------------------|--|---|--|
| Tuition Fees                      | 45,000   | 75,000                                  | 24,500   |
| Non-Tuition Fees                  | 22,000   | 12,000                                  | 8000   |
| Transport                         | 32,000   | 27,000                                  | 21,000   |
| Feeding                           | 7,000  | 12,000                                  | 15,000   |
| Textbooks                         | 8,000  | 10,000                                  | 7000   |
| Laundering Toiletries             | 12,000   | 45,000                                  | 36,000   |
| Accommodation                     | 5,000  | 7000                                    | 4000   |
| Sports and Games                  | 3,500  | 6500                                    | 2000   |
| Levies and Charges                | 4,000  | 2000                                    | 1000   |
| Student Unions fees               | 2,000  | 3500                                    | 1000   |
| Special Clothing (i.e. lab coats) | 6,000  | 14,000                                  | 9000   |
| Miscellaneous expenses            | 18,000   | 20,000                                  | 15,500   |
| Grand Total                       | 164,500  | 234,000                                 | 144,000  |

Source: Field work, 2016

**Table 4.** Descriptive Statistics for Private Investment in Vocational Education in Public Colleges of Education in Lagos State.

| College of Education   | N   | Minimum (N) | Maximum (N) | Mean       | Standard Deviation |
|--|-----|-------------|-------------|------------|--------------------|
| Federal Technical College, Akoka                             | 551 | 2000        | 45, 000     | 13318.1818 | 13900.13080        |
| Adeniran Ogunsanya College of Education, Ijanikin            | 317 | 2000        | 75, 000     | 19454.5454 | 22152.26235        |
| Michael Otedola College of Primary Education, Noforija, Epe. | 115 | 1000        | 36, 000     | 11681.8182 | 11301.04581        |

Source: Field work, 2016

descriptive statistics including mean and standard deviation. The results are presented in (Table 4).

Table 4 shows the average private investments (direct private cost) in vocational education for the three public colleges of education in Lagos State expressed in Naira. These include Federal Technical College, with N45, 000, Adeniran Ogunsanya College of Education, N75, 000, and Michael Otedola College of Primary Education, N36, 000. Noticeably, the average private investments for the three public colleges of education are diverse. For instance, on average, Adeniran Ogunsanya College of Education, had a higher direct cost compared to Federal Technical College, Akoka by 13,318.1 and 11,681.82 respectively. This was attributed to the unit cost of Vocational Education (VE), which depends on the number of years an individual takes and the level of Vocational education differences in other costs. These costs include: transport, accommodation, pocket money, and so on. Nevertheless, Michael Otedola College of Primary Education, had the least direct private costs while Adeniran Ogunsanya College of Education, had the highest. The Lagos State government owns both institutions. Furthermore, the findings revealed that the minimum private investment increases with the level of VE as shown in (Table 4). However, the standard deviation for all colleges of education was sufficiently large owing to the diverse cost structure of different vocational education courses. A further analysis of the

standard deviation of the three colleges of education shows that the wide spread may explain the difference. Table 4 shows that Adeniran Ogunsanya College of Education was the most expensive followed by Federal Technical College, with a difference of N57, 000 (27 percent). It shows that the gaps between minimum and maximum private investment of Adeniran Ogunsanya College of Education were wide with a difference of N73, 000. Moreover, the study examined other sources of personal income of students in public colleges of education in Lagos State. Five questions that are related to this section were administered to the students and their responses were collated on statistical coding sheets. The data generated were subjected to descriptive statistics (Percentage). The results are presented in (Table 5).

The statistical information in (Table 5) reveals an overwhelming agreement with the researcher poser on the provision of Scholarship/ Bursary award, 55% of the respondents from Federal Technical College, 76% respondents and 57% from Adeniran Ogunsanya College of Education and Michael Otedola College of Primary Education confirmed it. The conclusion from the analysis in the table revealed that sources of the Award were from Federal and State governments respectively. The time and amount of the Awards vary across the colleges of education. The social investment in vocational education in public Colleges of Education in Lagos State is presented

**Table 5.** Opinions of Students on the Provision of Scholarship/Bursary Award.

| Responses    | Federal Technical College, Akoka |            | Adeniran Ogunsanya College of Education |            | Michael Otedola College of Primary Education, Noforija, Epe |            |
|--------------|----------------------------------|------------|---|------------|---|------------|
|              | Freq.                            | %          | Freq.                                   | %          | Freq.   | %          |
| Federal      | 291                              | 55         | 30                                      | 10         | 22  | 21         |
| State        | 190                              | 36         | 235                                     | 76         | 61  | 57         |
| Local        | 42                               | 8          | 20                                      | 6          | 10  | 9          |
| Others       | 10                               | 1          | 26                                      | 8          | 14  | 13         |
| <b>Total</b> | <b>533</b>                       | <b>100</b> | <b>311</b>                              | <b>100</b> | <b>107</b>  | <b>100</b> |

Source: Field work: 2016

Table 6. Government Subsidy to the total Investment in Vocational Education in Public Colleges of Education in Lagos State.

| Responses            | Federal Technical College, Akoka | State College of Education |
|----------------------|----------------------------------|----------------------------|
| Tuition              | 25,000                           | 15,000                     |
| Textbooks            | 1,500                            | 0                          |
| Hostel Accommodation | 2,000                            | 0                          |
| Meal                 | 1,000                            | 0                          |
| Scholarships         | 30,000                           | 25,000                     |
| <b>Total</b>         | <b>59,500</b>                    | <b>40,000</b>              |

Source: field work, 2016

**Table 7.** Percentage of Government Subsidy in Naira to the Investment in Vocational Education in Public Colleges of Education in Lagos State.

|                         | Federal College of Education technical Akoka | Adeniran Ogunsanya College of Education, Ijanikin | Michael Otedola College of Primary Education, Noforija, Epe. |
|-------------------------|--|---|--|
| Cost                    | 156,500                                      | 214,000   | 128,000  |
| Government Subsidy      | 59,500                                       | 40,000  | 40,000   |
| % of Government Subsidy | 38.42  | 18.69   | 31.25  |

in (Table 5). The social investment in vocational education describes the State-level cost on the individual decision to pursue higher education or state direct costs of education (Poteliene and Tamasauskiene, 2013; Romele and Purgailis, 2013). The result in (Table 6) shows that the percentage provided by the government (in form of subsidy) was to defray costs of tuition and personal emoluments. Parents and Guardians are expected still to cater for other costs that are not directly paid to the schools such as transport, pocket money, meal, supplementary textbooks, and other miscellaneous expenses. Table 6 shows the percentage of government Subsidy to the Investment in Vocational Education in Public Colleges of Education in Lagos State. This was established to determine the percentage of total investment in vocational education paid by government and parents or guardian for individual and national planning. As shown in (Table 7), the government subsidy caters for 38.42% of the total cost for students of Federal Technical College, and 18.69% for students of Adeniran

Ogunsanya College of Education, and 31.25% of the cost for Michael Otedola College of Primary Education. Parents and guardians are expected to be responsible for the remaining percentages in the direct costs of vocational education.

**Opinion on the internally generated revenues on school characteristics**

This section shows the effect of internally generated revenues on school characteristics in Public Colleges of Education in Lagos State (Table 8).

**Research Hypothesis**

There is no significant difference between Private and Social Investment in vocational education in public Colleges of Education in Lagos State.

**Table 8.** Opinions on the Internally Generated Revenue on School Characteristics.

| Characteristics | Frequency | Mean | Standard Deviation |
|-----------------|-----------|------|--------------------|
| Infrastructures | 433       | 3.38 | 0.73               |
| Machines        | 199       | 2.86 | 0.85               |
| Materials       | 319       | 3.17 | 0.87               |
| Total           | 951       | 3.14 | 0.82               |

Source: Field work, 2016

**Tables 9.** Descriptive Statistics of significant difference in Private and Social Investment in Vocational Education in Public Colleges of Education.

|   | Colleges of Education   | N   | Mean   | Std. Deviation | Std. Error Mean |
|---|---|-----|--------|----------------|-----------------|
| Private and social Investment in Vocational Education | Federal College of Education Technical Akoka (FCT)              | 533 | 5.6527 | 0.72314        | 0.03175         |
|   | Adeniran Ogunsanya College of Education                         | 311 | 8.3469 | 0.42105        | 0.05773         |
|   | Michael Otedola College of Primary Education, Noforija (mccped) | 107 | 7.1980 | 0.59162        | 0.04671         |

Source: Field work, 2016

To test this hypothesis, data collected on the Private and Social Investment in vocational education for students were subjected to the independent t-test. The data employed were obtained by averaging the scores of responses collected from the underlying items of Private and Social Investment in vocational education in Public Colleges of Education in Lagos State. The results of the independent t-test analysis are presented in (Tables 9-10).

While Table 9 shows the descriptive statistics, Table 10 provides the inferential analysis. The result of independent t-test analysis of the difference in Private and Social Investment in vocational education in public Colleges of Education is presented in Tables 9 and 10. The results in Table 10 shows that there is a significant difference in the private and social investment in vocational education in public Colleges of Education [ $t(df=948) = 4.798; p.>0.05$ ]. The mean differences were significant at 0.05. The mean values indicate that, significantly, private and social investments are lower in Federal College of Education (Mean = 5.6527) compared with state Colleges of Education [Adeniran Ogunsanya College of Education (Mean= 8.3469)&Michael Otedola College of Primary Education, Noforija (Mean =7.1980)].

Therefore, hypothesis one ( $H_{01}$ ), which states that there is no significance difference between Private and Social Investment in vocational education in public Colleges of Education in Lagos State is rejected.

The implication is that private and social investment differs significantly among Public Colleges of Education in Lagos State in favour of the State Colleges of education.

## DISCUSSION

The results of this study show that there is a significant difference between Private and Social Investment in vocational education in public Colleges of Education in Lagos State. The result is in line with those of Rugar et al. (2010) who reported that investment in university Vocational Education has not been evenly distributed between society and private individuals. The rising social demand for formal education culminated in growth in enrolment at all levels. It was observed that individual make choice of investing in human capital by doing a benefits and cost analysis and demonstrating that an investment in training and education to increase one's human capital was important and measurable as investment in other forms of capital. Finding also agree with those of Mustapha and Greenan (2014) who observed that government allocates sufficient funding to upgrade and expand Vocational Education and training programmes. Mustapha and Greenan (2014) also noted that government provides adequate facilities, equipment, and resources to vocational institutions. Jagero, (2012) in his study on comparative evaluation of direct private costs in Day and Boarding Schools after the introduction of free secondary education in the Kenyan schools found that the funds introduced for free secondary education only caters for 40.44% of the total private cost for day students and 28.23% of the cost for boarders and 72.7% of the day students preferred being in the boarding schools. They were in day schools since 81.5% lacked boarding fee. Thus, a significance difference exists between Private and Social Investment in education in

**Table 10.** Independent t-statistics of significant difference in Private and Social Investment in vocational education in public Colleges of Education Independent Samples Test.

|                                    |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |         |                |                 |                       |   |           |
|------------------------------------|-----------------------------|---|------|------------------------------|---------|----------------|-----------------|-----------------------|---|-----------|
|                                    |                             | F                                       | Sig. | T                            | Df      | Sig.(2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |           |
|                                    |                             |   |      |                              |         |                |                 |                       | Lower                                     | Upper     |
| Investment in Vocational Education | Equal variances assumed     | 4.934                                   | .090 | 4.798                        | 948     | .047           | 4459.768        | 2480.878              | -2428.253                                 | 11347.790 |
|                                    | Equal variances not assumed |   |      | 5.639                        | 908.395 | .003           | 4459.768        | 2480.878              | -4694.096                                 | 13613.633 |

Kenya schools during the period of study.

**Conclusion**

This study examined the returns to investment in vocational education in public colleges of education in Lagos State. From the findings of this study, it is evident that there is a significant difference between private and social investment in vocational education in public colleges of education in Lagos state. The study provides the empirical insight on vocational education, usually measured in terms of years of study or by level of attainment and found many positive effects for individuals, organizations, the economy and society.

**Recommendations**

Based on the findings of this study, the following recommendations were made: Since it has been established in the study that education is one of the main prerequisites for success in the labour market and more importantly that, vocational education raises not only the wages and productivity of those receiving the education and those they work with

respectively, then it is recommended that, the youth of school ages seek education that makes them more productive.

For vocational education to thrive in Nigeria the Federal and State Governments must pay more attention to it in terms of funding and create positive awareness to the citizens, vocational education should be accorded its rightful place in our society.

**Authors' declaration**

We declared that this study is an original research by our research team and we agree to publish it in the journal.

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