

TOWARDS SCHOOL-INDUSTRY LINKAGE FOR EFFECTIVE RESOURCE MOBILIZATION IN THE IMPLEMENTATION OF MOTOR MECHANIC WORK IN TECHNICAL COLLEGES.

Ikechukwu Chidiebere Odogwu

ic.odogwu@unizik.edu.ng

Department of Technology and Vocational Education, Nnamdi Azikiwe University Awka

Benjamin A. Ogwo

ogwoben2a@yahoo.com

Department of Career and Technical Education Preparation, State University of New York, USA.

Ijeoma Madonna Onwusuru

im.onwusuru@unizik.edu.ng

Department of Technology and Vocational Education, Nnamdi Azikiwe University Awka

Uju Nkiru Onwubuya

un.onwubuya@unizik.edu.ng

Department of Technology and Vocational Education, Nnamdi Azikiwe University Awka &

Chinwe Nene Nwatalari

cn.nwatalari@unizik.edu.ng

Department of Technology and Vocational Education, Nnamdi Azikiwe University Awka

Abstract

Inadequate resources affect the effectiveness of any training programme and its output. Towards school-industry linkage for effective resource mobilization for the implementation of Auto mechanics work trades Technical Colleges became imperative. Two research questions and hypotheses guided the study; descriptively designed to find out the solution. 22 Admin Staff and 78 Technical Teachers formed the population from 11 Government Technical Colleges (GTC). The instrument was structured questionnaire based on the objectives of the study in Likert scale. It was face-validated by four experts. Cronbach Alpha reliability method was used to establish the internal consistency of the instrument and it yielded the overall reliability coefficients of 0.82. SPSS version was used to get Mean and standard deviation used to answer the research questions that guided the study and hypotheses tested at 0.05 level of significance. The findings showed among others that PPP could mobilize resources for the implementation of Auto-mechanic trades. The Philanthropists could mobilize resources for the implementation of Auto-mechanic trades. Using ANOVA, Hypotheses showed that the opinions of Administrators and Technical Teachers differ significantly ($p < 0.05$) on various ways Public Private Partnership and Government Technical Colleges could mobilize resources for implementation of Auto-mechanic trades and there is no significant difference ($p > 0.05$) in the opinions of Administrators and Technical Teachers on various ways by which Philanthropy and GTC, could mobilize resources for the implementation of Auto-mechanic work trades. It was recommended among others that school management should adopt the various ways of resource mobilization in order to effectively implement her programmes.

Keywords: *Resource Mobilization, Motor Mechanic Works, Technical Colleges, Private Sectors, Public Private Partnership, Philanthropy.*

Introduction

Education trains human beings in cognitive, affective and psychomotor domains. These domains are intertwined and inter-connected. Technical Education is that education given to those who want or need it and want to grow in it. According to the National Policy on Education (NPE, 2013), Technical Education which is also called Technical and Vocational Education and Training (TVET), is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors or economy and social life. The Policy outlined 34 trade/entrepreneurship subjects that students could choose from. Five of these trades are Auto Body Repair and Spray Painting, Auto Electrical Work, Auto Mechanical Work, Auto Parts Merchandizing and Air Conditioning and Refrigeration. These five trades could be clustered as Auto Mechanic Works (AMW). AMW therefore is the practice of technologies in the arts and crafts of motor vehicle systems and repairs which requires adequate resources for effective skill acquisition and learning of principles of operations.

Teaching and learning flourish in the platform of relevant and available resources. These resources are dynamics in the sense that human and materials are intertwined and all inclusive as educational resources of which lack of or insufficient of any affects the other. According to Dangara (2016), it is the prime mechanism through which academic growth and objectives can be achieved. Bušljeta (2013) contended that use of adequate resources do not only makes learning process smart and thought-provoking but also promotes dynamic learning. This is because the students will have a concrete understanding of the concept being taught or facilitated by the teacher. These resources are primarily the onus of the Government to provide them for the schools but because they are meagre to meet the demands, it calls for alternative mobilization of Resources to meet the needs.

To this end, government on their own has directed and invited stakeholders, the private sectors to see how they mobilize resources to meet the basic needs of the school (FGN, 2013) and AMW and training inclusively which is an aspect of TVET. This was contained in the National Policy on Education where the specific goals of education in Nigeria are to collaborate with development partners, the private sector, Non-Governmental Organization and Local communities to support and fund education (Federal Government of Nigeria, 2013).

Public-Private Partnerships (PPPs) is one of the means educational resources could be mobilized towards achieving the specific goals of Motor Mechanic Work in Government Technical Colleges. Public-Private Partnerships is a conglomerate relationship of government and private firms or establishment toward harnessing their resources for meeting a particular defined needs in the society for the good of the masses (Verger and Moschetti, 2017, Asian Development Bank, 2017, Widjaja, 2017, Aggarwal, 2018, Kruhlov, Latynin, Horban and Petrov 2019). The PPPs is such an entity with diverse and wide spectrum of capacity to help create and establish the needed resources towards meeting objectives in any sector and pulled together with hope to fulfil mandates/objectives of creating better and healthier living.

This spectrum of capacity that PPPs has were deduced from the justification of Klijn and Vidoda in Verger and Moschetti, (2017) that PPPs will increase the level of financial resources

committed to public services such as basic education, and to provide better value for money; will allow governments to focus on those functions where they have comparative advantage (planning, policy, quality assurance, and curriculum development) where the Private sector is in charge of service delivery; will allow for greater innovation by focusing on outputs and outcomes, rather than the processes; will allow governments to bypass operating restrictions, (especially those related to unionization and regulation seen as unnecessarily restrictive employment laws and outdated government pay scales; will introduce competitive pressure on the provision of public services, and thus innovation and efficiency gains (page 3) through New Public Management of PPPs.

On the other hand, Bovaird in Verger and Moschetti, (2017) submitted given to PPP, the collaboration will allow the public education sector to leverage private sector the expertise – cognitive, affective and psychomotor skills and innovation through network collaboration; will reduce the politicization of schooling and the degree of corruption in the education sector, will make costs more transparent through contracts, explicit costing schemes and accountability measures and will promote stakeholder participation – including civil society – in Public services delivery and related decisions (page 3). The typical structure of PPPs is shown in figure 1 which shows the flow relationships.

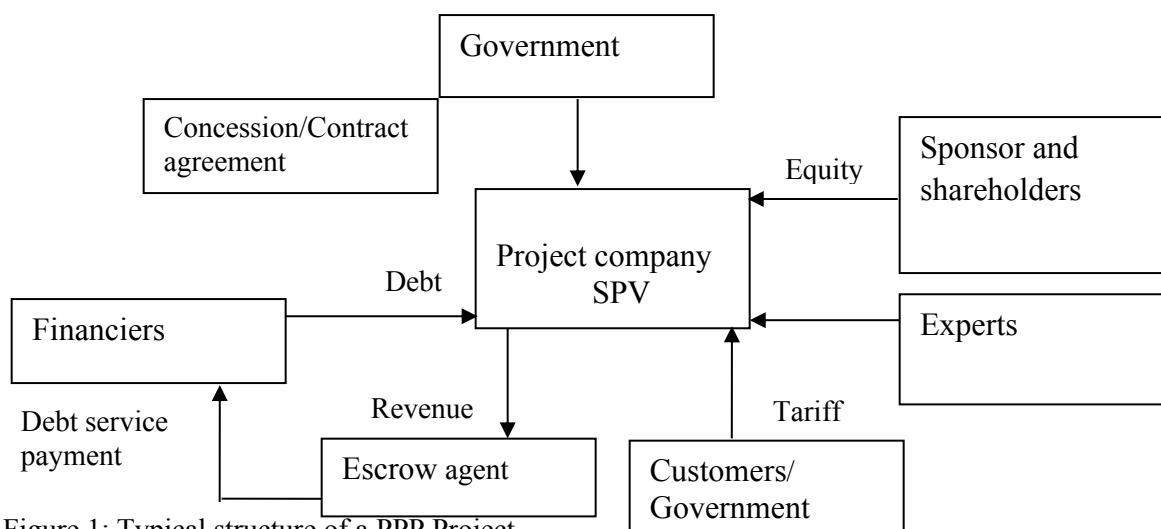


Figure 1: Typical structure of a PPP Project

Source: UNESCAP in Witters, Marom, Steinert, & Lucent, 2012.

Another aspect of helping in mobilizing resources and tapping from the private sector is through philanthropy. Wikipedia (2021) describes philanthropy to consist of "private initiatives, for the public good, focusing on quality of life". Philanthropy contrasts with business initiatives, which are private initiatives for private good, focusing on material gain, and with government endeavours, which are public initiatives for public good, e.g., focusing on provision of public services. To Copps (2005) and Hess (2019), philanthropy is a charity disposition that an individual or group of people as well as organizations that see needs that match their resources and cheerfully donate the resources in the spirit of charity for a better living or operation for better service delivery. Copps argues that charity has a significant function in advancing the affairs of the government. They prioritized four cardinal areas philanthropy could serve as

representing and campaigning, developing new approaches, working with disadvantaged groups and linking education and businesses. Hess (2019) observed that the intents of these charity individuals and organizations are to invest in creating better schools, in providing better teachers, and invest in constructing better systems that work. Organization for Economic Co-operation and Development (OECD) (2020) observed that at the peak of COVID-19 pandemic, education system was the worst hit and disruption led to closure of schools across the globe. At this point, it was challenging for the government to both cater for the economy of the families and education programmes and thus philanthropic individual and organizations came to the rescue of many countries and schools as well. Motor Mechanic Work is capital intensive and most often not given due and adequate attention because of the general education so prominent in the Nigerian Education system. OECD observed that in most low and middle income countries, TVET and post-secondary education are less considered unlike the primary and secondary education with early childhood.

Minnesota Council on Foundations (n.d.) concur that modern definitions of Philanthropy include the concept of voluntary giving by an individual or group to promote the common good and improve the quality of life. It universally shows that in every perspective; a Philanthropist is viewed, gleaned from the Rogers (2014) taxonomy of 3T's (Time, Talent, or Treasure). They contend that we all have the exact amount of time and still some give more, some give less and some give not at all. They expounded more common reasons people do choose to give (time/talent/treasure) because it makes them feel good; because someone important to them asked; because they were affected by the cause; because their specific talent is needed; because it helps their business; because they want the prize that was offered; because it helps them meet people; because they want to see their name on the donor list; and because they feel blessed and want to share their good fortune.

What Philanthropy has become in some part of the globe is described by Keidan, Jung and Pharaoh (2014) and Anderson (2011) as an energizer in public provision including educational support. They contended that in Europe, Philanthropy had become independent source of income for the non-profit sector and agent of social change in its own right. Hence, the growth of Philanthropy x-rays the overall growth of civil society – the arena outside family, government and market where people voluntarily associate to advance common interests of the society. Going by this standpoint, it behoves on the Government Technical Colleges in the State that PPPs and Philanthropy source of fund and resources had not been explored with respect to the level of Philanthropists in the State. If the Management explores this medium, they can volunteer to put the implementation of trades in Auto-mechanic Department sponsorship on their priority list. To actually meet the resource demands in Motor Mechanic Education and Training, it is imperative to seek to tap resources from private sectors.

Statement of the Problem

The workshops of Auto-mechanic programme in GTCs in Anambra State are in the sordid state. Some have just a mere space labelled Auto-mechanic workshop without any reasonable and meaningful resources suitable for ideal practical training of the students, capacity building of instructors and teachers. The facilities do not reflect what in anyway should be seen as standard facilities for capacity building of staff/students and effective administration of the programme. This has encroached greatly in their entire goals and objective of raising Auto-mechanics workforce as outlined in the curriculum because the programme is run as liberal education.

There is a general concern that over dependence on Government for exclusive funding to run Auto-mechanics trades in the Technical Colleges is no longer healthy and rewarding because of global problems that had affected State Government budgets over the years; and the nature of the training is capital intensive. The Colleges have not sought for suitable and feasible PPP and other model for engaging school Administrators and private sector Practitioners to come up with plans for collaboration in sharing the responsibilities of training the students in this vital skill-oriented trade as well as the gains. Philanthropists who can set a new leading edge in building capacities of instructors, and strong graduates full of skills have not been explored. Revenue windows for automobile programmes capable of sustaining the programme financially have not been tapped; and the communities where these programmes are offered have not been corroborated to provide assets such as state-of-the-art facilities as their social responsibilities towards their wards.

Ideally, what ought to be currently present in the GTCs across the State should had been ultra-modern infrastructure/facilities, sufficient and dynamic human personnel with contemporary knowledge, skills and work-habit in Auto and allied products; and as well lead to training of middle man-power in all the relevant sectors and units in auto industries, so that competent and self-reliant Technicians with core values would emerge; yet until now reverse has continued to remain the case.

To this end, dearth of competent middle man-power, technical teachers, dilapidated facilities and out-dated machines, tools and equipment are obtainable and thereby calling for alternative approaches to resource mobilization of resources for the implementation of auto-mechanic trades in the Government Technical Colleges in Anambra State with a view of creating strong persuasion for them to explore the identified opportunities and harness it very effectively through different mechanisms. Therefore, lack of awareness to alternative approaches, and none availability of human and material resources among Technical Colleges in Anambra State is the problem of the study.

Purpose of the Study

The purpose of the study was to determine alternative approaches to resource mobilization for the implementation of Auto mechanics trades in Anambra State Technical Colleges. Specifically, this study determined various ways by which:

1. Public Private Development Partnership (PPDP) could mobilize resources for Implementation of Auto-mechanics Trades in Anambra State Technical Colleges.
2. Philanthropy could mobilize resources for Implementation of in Auto-mechanics Trades in Anambra State Technical Colleges.

Research Questions

The following research questions guided the study:

1. What are the ways by which Public Private Partnership could mobilize resources for the implementation of Auto-mechanic Trades?
2. What are the various ways by which Philanthropy could mobilize resources for the implementation of Auto-mechanic Trades?

Hypotheses

- H₀₁** There is no significant difference in the opinions of Administrators and Technical Teachers on various ways by which Public Private Partnership could mobilize resources for implementation of Auto-mechanic trades.
- H₀₂** There is no significant difference in the opinions of Administrators and Technical Teachers on various ways by which Philanthropy could mobilize resources for the implementation of Auto-mechanic trades.

Methods

The design was descriptive in nature and a total population of 100 respondents being 22 Administrative Staff and 72 Technical Teachers in 11 GTCs in Anambra State. There was no sampling since all the respondents involved are manageable. Instrument for data collection was structured questionnaire which collected data and analysed it using Statistical Package for Social Sciences (SPSS). Mean (\bar{X}) was used to answer the research questions. Each item was interpreted based on real limit of numbers. The hypotheses were analysed using inferential statistics (t-test) at 0.05 levels of significance. Any items with 0.05 and above were considered not significant; therefore, the hypotheses were accepted, while any items below 0.05 were considered significant. Hence, the hypothesis will be rejected. Response categories were as follows: Strongly Agree 4.50-5.00, Agree 3.50-4.49, Undecided 2.50-3.49, Disagreed 1.50-2.49 and Strongly Disagree 0.50-1.49.

Results

Research Question 1: What are the ways by which Public Private Partnership could mobilize Resources for the implementation of Auto-Mechanic Trades?

Hypothesis 1: There is no significant difference in the opinion of Administrative and Technical Teachers on various ways by which Public Private Partnership could mobilize resources for implementation of Auto-mechanic trades.

Table 1
t-test Analysis of the Mean Responses of Administrators and Technical Teachers on various ways Public Private Partnership could mobilize resources for implementation of Auto-mechanic trades.

S/N	Item Statement	Status	\bar{x}	SD	t-cal	sig	Rmk
1	The Government will assist in mobilizing resources by providing strict policy framework for PPDP operation in the State.	Administrators Technical Teachers	4.45 4.59	0.59 0.61	- 0.92	0.36	NS
2	The Technical Colleges will enter into Contractual Agreement (CA) for services with Public Private Development Partners.	Administrators Technical Teachers	4.32 4.10	0.72 0.86	1.07	0.27	NS
3	The Public Private Development Partners will agree to Design, Build, Operate and Transfer (DBOT) the workshops building, equipment and tools Auto-mechanics Department	Administrators Technical Teachers	4.50 4.22	0.61 0.75	1.62	0.11	NS

4	PPDP will Build; Own, Operate and Transfer (BOOT) the required workshop building, equipment and tools in Auto-mechanics Department.	Administrators Technical Teachers	4.27 3.82	0.70 0.96	2.05	0.04	S
5	PPDP will Rehabilitate Operate and Transfer (ROT) to the Government, the existing Workshop building in the Auto-mechanics Department.	Administrators Technical Teachers	4.41 3.59	0.59 1.09	3.39	0.01	S
6	Through Joint Development Agreement (JDA), required workshops building, equipment and tools would be expanded to meet the current needs of Auto-mechanics Department.	Administrators Technical Teachers	4.32 4.47	0.65 0.58	- 1.11	0.28	NS
7	PPDP would use Operational Maintenance Agreement (OMA) to ensure sustainable growth of the available resources - workshops, equipment and tools in Auto-mechanics Department.	Administrators Technical Teachers	4.55 4.36	0.61 0.60	1.29	0.20	NS
8	Government may have to lease the maintenance of some of equipment at Auto-mechanics Department to private companies.	Administrators Technical Teachers	4.36 3.53	0.66 1.33	2.86	0.05	S
9	The Development will run the training of Mechanic students in conjunction with the College using the Auto-mechanics Department equipment and tools at a fixed charge for sustainable development.	Administrators Technical Teachers	4.23 4.12	0.87 0.95	0.51	0.62	NS
10	The Government will control the construction and furnishing of the needed workshops, equipment and tools but contracts the operation, maintenance and collecting the service charges to the 3.54private company.	Administrators Technical Teachers	4.09 3.73	0.81 1.10	1.43	0.16	NS
11	The Development Partners will be allowed to only operate the workshop and its equipment while the Government procures every needed facility for Auto-mechanics Department.	Administrators Technical Teachers	3.82 3.46	1.18 1.15	1.28	0.20	NS
12	Through Management Contract, PPDP will manage services of the College using specified standard staff, workshops, equipment and tools of Auto-mechanics Department.	Administrators Technical Teachers	4.09 4.03	0.92 0.98	0.28	0.78	NS
13	The PPDP will use Build, Own and Operate (BOO) policy to establish needed workshop buildings, equipment and tools for Auto-mechanics Department.	Administrators Technical Teachers	4.09 3.82	0.81 1.05	1.11	0.27	NS
14	The Government will allow Build Operate and Transfer (BOT) policy to secure workshops buildings, equipment and tools Auto-mechanics Department.	Administrators Technical Teachers	4.27 4.03	0.70 0.81	1.31	0.21	NS
15	The PPDP will use Management Buyout	Administrators	3.95	0.99	2.02	0.46	NS

	(MB) to purchase all the functions of the staff and then charge services to maintain the standard of implementation of auto-mechanic trades.	Technical Teachers	3.46	1.02			
16	PPDP creates opportunity for accountability and reduces risks associated with investing in new technologies.	Administrators Technical Teachers	4.36 4.15	0.49 0.82	1.14	0.26	NS
17	PPDP improves professional efficiency by creating a space outside the government that allows innovation/invention to flourish.	Administrators Technical Teachers	4.55 4.36	0.51 0.76	1.09	0.28	NS
	Cluster	Administrators Technical Teachers	4.27 3.99	0.34 0.39	3.09	0.00	S

Note: df= 98, SD = Standard Deviation

Result in Table 1 showed the t-test analysis of the significance difference in the mean Responses of Administrators and Technical Teachers on various ways Public Private Partnership mobilize resources for implementation of Auto-mechanic trades in Anambra State Technical Colleges. Result showed that items 1 - 3, 6, 7, 9 – 17 showed no significant difference between Administrators and Technical Teachers on various ways Public Private Partnership mobilize resources for implementation of Auto-mechanic. However items 4, 5 and 8 in Table 1 showed significant difference between Administrators and Technical Teachers on various ways Public Private Partnership mobilize resources for implementation of Auto-mechanic. This was because all the probability values are less than 0.05 set as level of significant for testing the hypothesis. The cluster t-value of 3.09 with a degree of freedom of 98 and a probability value of 0.00 was obtained. Since the probability value of 0.00 is less than 0.05, this means that the null hypothesis one which stated that there is no significant difference in the opinions of Administrators and Technical Teachers on various ways by which Public Private Partnership could mobilize resources for implementation of Auto-mechanic trades is rejected. Inference drawn therefore was that the opinions of Administrators and Technical Teachers differ significantly on various ways by which Public Private Partnership mobilize resources for implementation of Auto-mechanic trades in Anambra State Technical Colleges.

Hypotheses 2

There is no significant difference in the opinions of Administrators and Technical Teachers on various ways by which Philanthropy could mobilize resources for the implementation of Auto-mechanic trades.

Table 2

t-test Analysis of the Mean Responses of Administrators and Technical Teachers on various ways Philanthropists could mobilize resources for implementation of Auto-mechanic trades.

		Administrators = 22, Technical Teachers = 78, Df = 98						
S/N	Item Statement	Status	\bar{x}	SD	t-cal	sig	Rmk	
1	The Philanthropists will Adopt-a-School, construct, furnish workshops with equipment and tools for the Auto-mechanics Department.	Administrators Technical Teachers	3.86 4.17	1.21 1.04	- 1.17	0.25	NS	
2	Philanthropists will donate fund to the	Administrators	4.23	0.81	-	0.21	NS	

	College authority specifically for securing required training facilities like workshops, equipment and tools for Auto-mechanics Department.	Technical Teachers	4.47	0.79	1.29		
3	The Philanthropist would give grants that will help the Department for Professional development.	Administrators Technical Teachers	4.27 4.47	0.70 0.64	- 1.28	0.20	NS
4	Wealthy families/individuals can offer cash gifts to the Auto-mechanics Dept. to construct workshops, and procure equipment and tools needed.	Administrators Technical Teachers	4.41 4.44	0.50 0.78	- 0.15	0.88	NS
5	Giving gifts of educational goods from wealthy families/individuals is another way to mobilize training resources	Administrators Technical Teachers	4.45 4.29	0.61 0.85	0.82	0.41	NS
6	Periodic giving of money and other training resources during the donor's lifetime (inter-vivos given) is another way Colleges can secure workshops, equipment and tools from the Donor for Auto-mechanics Department.	Administrators Technical Teachers	4.23 4.04	0.87 0.87	0.91	0.37	NS
7	Posthumous gifts (gifts given out to immortalize the name of the dead) are means of mobilizing resources to the Auto-mechanics Department.	Administrators Technical Teachers	4.32 3.73	0.78 1.07	2.41	0.18	NS
8	PTA donations is another way of mobilizing training facility for Auto-mechanic training	Administrators Technical Teachers	4.32 4.29	0.65 0.84	0.12	0.90	NS
9	Building of workshop and procuring training equipment and tools by NGOs under Philanthropic organization is a veritable way of raising resources for Auto-mechanics Department.	Administrators Technical Teachers	4.45 4.47	0.51 0.72	- 1.21	0.90	NS
	Cluster	Administrators Technical Teachers	4.23 4.26	0.48 0.47	0.16	0.88	NS

Note: df= 98, SD = Standard Deviation

Discussion of Findings

The findings of the study are discussed in relation to the research questions and the null hypothesis that guided the study.

Ways Public Private Partnership Mobilize Resources for the Implementation of Auto-mechanic Trades in Anambra State Technical Colleges

The finding of the study as presented in table 1 showed that the following are ways Public Private Partnership could mobilize resources for the implementation of Auto-mechanic trade in Anambra State: Government assisting in mobilizing resources by providing strict policy framework for PPDP operation in the State, Technical Colleges entering into Contractual Agreement (CA) for services with Public Private Development Partners, Public Private Development Partners agreeing to Design, Build, Operate and Transfer (DBOT) the workshops building, equipment and tools Auto-mechanics Department, PPDP Building, Owning, Operating

and Transferring (BOOT) the required workshop buildings, equipment and tools in Auto-mechanics Department, PPDP Rehabilitating Operating and Transferring (ROT) to the Government, the existing Workshop buildings in the Auto-mechanics Department, Through Jointing Development Agreement (JDA), required workshop buildings, equipment and tools would be expanded to meet the current needs of Auto-mechanics Department, PPDP using Operational Maintenance Agreement (OMA) to ensure sustainable growth of the available resources - workshops, equipment and tools in Auto-mechanics Department. This study is supported by Witters, Maron, Steinert and Lucent (2012) who stated that PPDP is a contractual agreements between a public agency or public-sector authority and a private-sector entity that allow for greater private participation in the delivery of public services, or in developing an environment that improves the quality of life for the general public. Finding of the study also showed that the following are ways public private partnership mobilize resources for the implementation of Auto-mechanic trade: Government having to lease the maintenance of some of equipment at Auto-mechanics Department to private companies, the Development running the training of Mechanic students in conjunction with the College using the Auto-mechanics Department equipment and tools at a fixed charge for sustainable development, the Government controlling the construction and furnishing of the needed workshops, equipment and tools but contracts the operation, maintenance and collecting the service charges to the private company, the Development Partners allowing only operating the workshop and its equipment while the Government procuring every needed facility for Auto-mechanics Department, through Management Contract, PPDP will manage services of the College using specified standard staff, workshops, equipment and tools of Auto-mechanics Department, the PPDP using Building, Owning and Operating (BOO) policy to establish needed workshop buildings, equipment and tools for Auto-mechanics Department, Government allowing Building Operating and Transferring (BOT) policy to secure workshops buildings, equipment and tools Auto-mechanics Department, the PPDP using Management Buyout (MB) to purchase all the functions of the staff and then charging services to maintain the standard of implementation of auto-mechanic trades PPDP creating opportunity for accountability and reducing risks associated with investing in new technologies, PPDP improving professional efficiency by creating a space outside the government that allows innovation/invention to flourish. The finding of the study is in agreement with Kagoda, (2011) who admitted that resources constitute the pivot on which the success of the educational institutions as well as educational programmes hinge. The finding from the test of hypothesis one also showed that there was significant difference in the opinions of Administrators and Technical Teachers on various ways by which Public Private Partnership mobilize resources for implementation of Auto-mechanic trades.

Ways Philanthropists Mobilize Resources for the Implementation of Auto-mechanic Trades in Anambra State technical Colleges

The result of the study as presented in table 2 showed that the following are ways philanthropists could mobilize resources for the implementation of Auto-mechanic trades in Anambra State Technical colleges: the Philanthropists adopting a School, construct, furnish workshops with equipment and tools for the Auto-mechanics Department, Philanthropists donating fund to the College authority specifically for securing required training facilities like workshops, equipment and tools for Auto-mechanics Department, the Philanthropist giving grants that will help the Department for Professional development, wealthy families/individuals offering cash gifts to the Auto-mechanics Department to construct workshops, and procure equipment and tools needed, giving gifts of educational goods from wealthy families/individuals, periodic giving of money and other training resources during the donor's lifetime (inter-vivos given) is another

way Colleges can secure workshops, equipment and tools from the Donor for Auto-mechanics Department, posthumous gifts (gifts given out to immortalize the name of the dead) are means of mobilizing resources to the Auto-mechanics Department, PTA donations is another way of mobilizing training facilities for Auto-mechanic training, building of workshop and procuring training equipment and tools by NGOs under Philanthropic organization is a veritable way of raising resources for Auto-mechanics Department. The finding of this study agrees with Keidan, Jung and Pharaoh (2014) stated that it is an energizer in public provision including educational support. They further observed that philanthropy assume greater onus and frontier as an additional funding stream, alongside State managed funding and fees if they are appropriately harmonized. This is also supported by Schervish, O'Herlihy and Haven (2002) who stated that the trend of donation by Philanthropy/grant has not been too pronounced and formalized in Anambra State Education System unlike in the Western world where there is formalized stems of philanthropic sponsorship of education at all level. Result from the test of hypothesis two also showed that there is no significant difference in the opinions of Administrators and Technical Teachers on various ways by which Philanthropy mobilize resources for the implementation of Auto-mechanic trades

Implications of the Study

This study has several educational implications not only to Auto-mechanics Students but also to school management, teachers/instructors, public and private sectors, host community, Anambra State and society at large.

The finding of the study identified ways Public Private Partnership mobilize resources for the implementation of Auto-mechanic trades. This implies that school managements irrespective of their location can adopt the identified ways to mobilize resources for implementation other trades like Building/Woodwork, Electrical/Electronic among others. The finding of the study also implies that students can adopt the various ways identified for mobilization resources to implement projects as they grow and occupy prominent positions in the future. Finding of the study also showed the various ways Philanthropists, GTCs and Asset-Based Community Development Organization could mobilize their resources for implementation of Auto-mechanic Trades. This implies that, the various ways of resource mobilization are very essential in State Government Sectors to adopt as their own resource mobilization strategies.

Conclusion

The purpose of the study was to determine alternative approaches to resource mobilization for the implementation of Auto mechanics trades in Anambra State Technical Colleges. Data were collected, analysed and interpreted. Based on the findings of the study, it is concluded that Public Private Partnership, Philanthropists, and GTCs adopt ways of mobilizing resources for the implementation of Auto-mechanic trades. It is also concluded that from the test of hypotheses that the opinions of Administrators and Technical Teachers differ significantly on various ways by which Public Private Partnership and Government Technical Colleges could mobilize resources for implementation of Auto-mechanic trades. However, their opinions did not differ significantly on the ways Philanthropy and GTC, mobilize resources for the implementation of Auto-mechanic trades.

Recommendation

The following recommendations are made based on the findings of the study:

1. School management should adopt the various ways of resource mobilization in order to effectively implement and sustain her programmes.
2. Teachers/instructors should be willing to acquire modern knowledge, work habit and skills in the teaching auto-mechanic courses that will give them job satisfaction and improvement of their pedagogical skills for higher productivity.
3. Public and Private sectors should utilize crop of highly skilled Auto-mechanics at their disposal to diagnose, inspect, and repair, maintain and service varieties of auto products in the State.
4. Parents should allow their wards to be empowered with modern work habits, skill and knowledge in modern technology in repair of auto products as Philanthropists donate the required facilities for their training.
5. Host Communities of Technical Colleges should take advantage to provisions of the facilities whose resources were mobilized to encourage their children to be properly trained.

References

- Anderson, M. (2011). Maximising the impact of philanthropy in education. *Research Developments*, 25(4), 12-15. Retrieved from <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1091&context=resdev>
- Aggarwal, V. P. (2018). Public Private Partnership' – Public Private Partnership: The new Panacea in Oral Health. Retrieved from <http://DOI:10.19080/ADOH.2018.08.555734>
- Asian Development Bank (2017). Innovative strategies for accelerated human resources development in South Asia. Public-Private Partnerships for education and Training. Retrieved from <http://dx.doi.org/10.22617/TCS179081>
- Bušljeta, R. (2013). Effective Use of Teaching and Learning Resources. *Czech-Polish Historical and Pedagogical Journal*, 5(2), 55 – 69. Retrieved from doi: 10.2478/cphpj-2013-0014
- Copps, J. (2005). What next? The role for philanthropy in careers education and guidance for young people. Retrieved from <https://www.thinknpc.org/wp-content/uploads/2018/07/What-next.pdf>
- Dangara, U. Y. (2016). Educational resources: An integral component for effective school administration in Nigeria. *Research on Humanities and Social Sciences*. 6.(13), 27 – 37
- Federal Government of Nigeria (2013). *National Policy on Education*. Lagos: NERDC.
- Hess, F. M. (7th July, 2021). The state of education philanthropy. Retrieved from <https://www.aei.org/articles/the-state-of-education-philanthropy/>
- Kadoga, A. M. (2011). Mechanism of resource mobilization for support of universal free primary education by women of Mbale district, Uganda. *Journal of Educational and Social Research*, 1(2), 121-133.
- Keidan, C., Jung, T. & Pharoah, C. (2014). Philanthropy education in the UK and continental Europe: Current provision, perceptions and opportunities. Retrieved from Retrieved from

- http://www.cass.city.ac.uk/__data/assets/pdf_file/0004/238072/Final-Philanthropy-Education-revised.pdf
- Kruhlov, V., Latynin, M., Horban, A., and Petrov, A. (2019). Public-Private Partnership in Cybersecurity. Retrieved from <https://www.researchgate.net/publication/343809652>
- OECD (2020), "Philanthropy and Education - Education Giving in the Midst of COVID-19", OECD Development Centre, Paris Retrieved from https://www.oecd.org/dev/NetFWD_Covid-EDU_Study.pdf
- Schervish, P. G., O'Herlihy, M. A. & Haven, J. J. (2002). Charitable giving: How much, by whom, to what, and how? Retrieved from http://www.bc.edu/content/dam/files/research_sites/cwp/pdf/Charitable.pdf
- Verger, A. and Moschetti, M. (2017). Public-Private Partnerships as an Educational Policy Approach: Multiple meanings, Risks and Challenges. *Educational Research and Foresight: Working Papers*. Retrieved from <https://www.researchgate.net/publication/313847863>
- Widjaja, G. (2017). Implementation of Public-Private Partnership in Indonesia. *International Journal of Economic Research*. <https://www.serialsjournal.com>
- Wikipedia, (7th July 2021). Philanthropy. Retrieved from <https://en.wikipedia.org/wiki/Philanthropy>
- Witters, L., Marom, R., Steinert, K., & Lucent, A. (2012). The role of public-private partnerships in driving innovation in The Global innovation index 2012. Retrieved from http://www.wipo.int/export/sites/www/econ_stat/en/economics/gii/pdf/chapter2.pdf