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Knowledge, Strength and Weakness of Cooperative Thrift as Alternative Funding Strategy for the Improvement of Undergraduate Students' Welfare in Universities in Bayelsa State

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Abstract

The study examined the knowledge, strength and weakness of cooperative thrift as an Alternative Funding Strategy for the improvement of undergraduate students' welfare in universities in Bayelsa State, Nigeria. Two research questions were raised. Descriptive survey design was adopted for the study. The population comprised of up of 32,652 students and staff from four public Universities in Bayelsa State during the 2020/2021 academic session. A sample size of 1,136 was selected through purposive an proportionate random sampling technique. An 18 item questionnaire instrument was utilized for data collection. The instrument was self-designed and tagged "knowledge, strength and weakness of cooperative thrift and alternative funding strategy for the improvement of undergraduate students' welfare questionnaire (KSWCTAFSIUSW). Data collected were analyzed using simple percentages, mean, standard deviation. The results obtained indicated that 65% showed a positive knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities in Bayelsa State. Results also indicated the existence of positive stakeholders' mean rating on the strengths of cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities in Bayelsa State, Nigeria, and a positive existence of stakeholders' mean rating on the weakness of cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities Bayelsa State. The study concluded that the establishment of students' cooperative thrift as an alternative funding strategy will lead to the improvement of undergraduate

students' welfare in Universities Bayelsa State. Hence, the study proposed the establishment of students' cooperative thrift in Universities Bayelsa State.

Keywords: Knowledge, Strengths, Weaknesses, Cooperative Thrift

Introduction

Education is a very advantageous investment from both an economic and social perspective. This implies that the purpose of education is to cultivate individuals who possess knowledge and skills that can be utilized in the workforce, hence making a progressive effect on the economy. In contrast, education is intended to cultivate cognitive abilities, foster interpersonal connections, and nurture personal aspirations. Considering the level of responsibility involved, investing in education is equivalent to financing the building of social capital.

Education in numerous emerging economies is mostly funded and administered by governmental entities. The extension of education is contingent upon the allocation and timely distribution of financial resources. In recent years, the capacity of governments to sustain the growth of education has been constrained by unfavorable macroeconomic conditions and intense rivalry across sectors for public funding. The impact of this phenomenon extends to both public and private households, namely in terms of educational expenses. These include costs such as tuition fees, admission fees, clearing fees, expenses related to books and stationery, as well as accommodation and transportation, among others. Wagdy (2020) opined that, governments worldwide are currently reallocating capital expenditures to tackle the socio-economic consequences of the pandemic and meet the demands of the healthcare industry.

Krystyna (2018) asserts that the utilization of cooperation serves as an effective mechanism for the actualization of the concept of civil society eminent. Oyeneche (2018) opined that, there is evidence to suggest that student cooperatives in countries like the UK, USA, Canada, India, and Poland have shown significant influence on education, youth development, and the cultivation of entrepreneurial mindsets. A cooperative is a self-governing organization comprised of individuals who pool their resources to collectively fulfil ishared ieconomic, isocial, and icultural objectives. On the contrary, thrift refers to the judicious utilization of financial resources with the aim of minimizing unnecessary expenditure. A thrift can be understood as a methodical approach to allocating financial resources based on priority. A cooperative thrift refers to a voluntary collection of persons who have joined forces to fulfil their

requirements in terms of savings, credit, and insurance. Typically, this social group is comprised of individuals aged 18 years and older who share a common occupation or reside within the same community. For instance, students may pool resources to cover educational expenses and domestic costs.

A cooperative is "a self-sufficient group of persons who have freely joined together to reach shared socio-economic, and traditional requirements and goals via a business that they have jointly organised and in which they all share ownership" (Allahdadi, in Oluyombo 2014) Cooperatives are characterized by their democratic ownership structure, wherein members possess equal voting rights in electing board of directors (Wikipedia, 2021). A cooperative, is an independent organization formed by individuals who pool their resources together in order to collectively fulfil their shared economic goals and objectives through a jointly-owned firm (Statement on the Cooperative Identity), the data was archived on November 27, 2020. Interestingly, despite its long-standing existence, the concept of cooperation is not well embraced in Nigeria. In recent times, worker cooperatives have emerged particularly in higher institutions of learning as a growing phenomenon among individuals belonging to the working class demographic, many of whom have challenges in setting aside a portion of their earnings for unforeseen circumstances. Hyclass (2021), who argued that stakeholders' are not knowledgeable about the significance of cooperative thrift existence in universities. According to Dogarawa in Ademu, Aduku, Elesho, and Nweke (2018), cooperative societies in Nigeria were traditionally perceived as organizations primarily catering to farmers, small traders, and individuals with limited means. This phenomenon can be attributed to the presence of a significant number of cooperative farmers, particularly in Nigeria, as elucidated by Levi in Ademu, Aduku, Elesho, & Nweke, (2018). Ademu et al. (2018) cited the ICA's (1995) definition of a cooperative in their research.

Cooperatives plays a significant role as a primary catalyst for the economic advancement of any given society. The platform not only serves as a means of accessing employment prospects, but also functions as a venue for skill development among rural residents, thereby generating many societal and economic advantages. Therefore, according to Dogarawa in the study conducted by Ademu et al. (2018), it can be argued that it plays a isignificant irole in the overall economic progress iof a system, organisation or country. https://www.un.org.>survey, (2011) indicated that credit cooperatives encounter heightened risk associated with loan default.

The development of cooperative societies has garnered significant interest from experts, groups, scholars, and institutions. This phenomenon is significant in its contribution to the economic advancement of the local community, educational institution, regional entity, and national level (Shaw as cited in Ademu, Aduku, Elesho, & Nweke, 2018). Currently, we find ourselves in a period where a significant

number of individuals experience a sense of powerlessness in regard to altering their circumstances. In this context, cooperatives emerge as a robust, dynamic, and feasible economic alternative (Dogarawa, as cited in Ademu et al., 2018). To Dogarawa, Ademu, et al. (2018), the author expresses the view that cooperatives are established with the purpose of fulfiling the collective needs of individuals. The individual expressed that cooperatives are founded around the influential notion that via collective efforts, a collection of individuals may attain objectives that would be unattainable for any one of them individually. The strength of students' cooperatives' thrift can be characterized as the reallocation of capital from conventional approaches to novel, inventive, productive, and transformative methodologies.

Lack of Secrecy– All members of a Students' Cooperative Society should know what the group is up to, therefore trade secrets are difficult to keep. In addition, Reports and The development of cooperative societies has garnered significant interest from experts, groups, scholars, and institutions. This phenomenon is significant in its contribution to the economic advancement of the local community, educational institution, and national level (Shaw as cited in Ademu, Aduku, Elesho, & Nweke, 2018). Currently, we find ourselves in a period where a significant number of individuals experience a sense of powerlessness in regard to altering their circumstances. In this context, cooperatives emerge as a robust, dynamic, and feasible economic alternative (Dogarawa, as cited in Ademu et al., 2018).

Conflict among Members– In practical application, it is not feasible to dismiss the presence of internal politics, divergent viewpoints, conflicts, and similar factors due to various underlying reasons. These conflicts have an impact on the effective operation of Cooperative organizations. In the context of the Managing Committee of Cooperatives, it is frequently observed that divergent opinions arise regarding the selection of individuals to assume crucial roles such as the Chairman, General Secretary, Treasurer, and others. This divergence stems from the personal preferences of committee members, who may favour certain candidates based on a variety of discernible or intangible factors. Occasionally, the presence of constrained financial resources allocated for loan disbursement leads to conflicts among members. This arises from the inability to promptly process every Loan Request and provide a favorable response.

Low Public Confidence– The level of public confidence in students has experienced a fall over a period of time. This phenomenon can typically be attributed to political meddling and the dominance exerted by ruling political parties. The imposition of certain terms and conditions by the ruling class upon members undermines the original intent behind the establishment of Cooperative thrifts. Certain management practices within government establishments and the organized private sector in Nigeria exhibit

a significant level of culpability in relation to this element, thereby exacerbating the challenges faced by cooperatives.

Corruption/Misuse of Funds– It is possible for corrupt individuals in the management committee to engage in fraudulent activities with the money of a Cooperatives, and they may choose to abscond either immediately or at a later time, based on their perception of when their fraudulent actions are likely to be detected by other members. Subsequently apprehending them may provide a challenge. The potential closure of a Cooperatives might arise from factors such as avarice, illicit conversion, and misappropriation of its financial resources.

STATEMENT OF THE PROBLEM

Cooperatives, both as businesses and as self-help groups, are vital to the ieconomic iand isocial well-being of their imembers and ithe communities they serve, which can include universities. Throughout the years, cooperatives have effectively functioned as locally held firms that prioritize the well-being of individuals, while simultaneously playing a pivotal role in fostering social organization and unity. In light of the above there is a growing need to contemplate the paradigm of economic activity presented by cooperatives. Currently, there exists a prevailing insufficiency of financial resources to fulfil the need of paying school fees, and complacency on the part of students to comply. Of particular concern is the prevailing sense of entitlement among contemporary young individuals, coupled with a noticeable deficiency in investment literacy among students, particularly in relation to the practice of saving. The combination of prevailing economic difficulties, as well as the complexities surrounding university administration and financial obstacles, has had an adverse effect on students' educational experiences. However, it is noteworthy that there exists a growing inclination among students to engage in unethical practices for the sake of financial gains. These practices include involvement in activities such as press-boys (P-boys), hustling kingdom (HK), google boys (G-boys), 419, online fraudsters, and yahoo-yahoo, sometimes referred to as "yahoo boys." There is therefore, the need to expose undergraduate students to the cooperative thrift move, hence this study.

PURPOSE OF THE ISTUDY

The ipurpose of the istudy is to:

1. Determine stakeholders' knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in iUniversities in Bayelsa State, iSouth-South, iNigeria;
2. Examine stakeholders' mean rating on the strengths of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities in Bayelsa State, Nigeria;

3. Ascertain stakeholders' mean rating on the weaknesses of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities in Bayelsa State, Nigeria

RESEARCH QUESTIONS

1. What is the stakeholders' knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities in Bayelsa State, Nigeria?
2. What is the stakeholders' mean rating on the strengths of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities in Bayelsa State, Nigeria?
3. What is the stakeholders' mean rating on the weaknesses of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities in Bayelsa State, Nigeria?

METHODOLOGY

The study adopted the descriptive survey design was adopted for the study. The population comprised of up of 32,652 students and staff from four public Universities in Bayelsa State during the 2020/2021 academic session. A sample size of 1,136 was selected through purposive and proportionate random sampling technique. A n 18 item questionnaire instrument was utilized for data collection. The instrument was self-designed and tagged "cooperative thrift and alternative funding strategy for the improvement of undergraduate students' welfare questionnaire (CTAFSIUSW). The instrument was validated by experts in educational management and those from measurement and evaluation units of educational foundation, Niger Delta University. The reliability coefficient of the instrument was obtained as 0.81 using Cronbach alpha method analysis. Data collected were analyzed using simple percentages, mean, standard deviation analyses.

RESULTS

Research Question One

Whati is thei stakeholders' knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in iUniversities in iSouth-South, iNigeria?

Table 1: **Summary iof simple percentage scores iof stakeholders' knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities**

S/N	Stakeholders' knowledge of cooperative thrift	iSA (%)	Ai (%)	Di (%)	SDi (%)	Totali	iDecision
1	I am aware of cooperative thrift in universities	286 (25)	372 (33)	317 (28)	161 (14)	1136 (100)	Agreed
2	I am not aware of students' cooperative thrift existence in universities	408 (36)	545 (48)	109 (10)	74 (6)	1136 (100)	Agreed
3	I am interested to be part of students' cooperative thrift in the universities	309 (27)	495 (44)	250 (22)	82 (7)	1136 (100)	Agreed
4	I am ready to be part of students' cooperative thrift in the universities.	265 (23)	423 (37)	86 (8)	362 (32)	1136 (100)	Agreed
5	I support the proposal of the establishment of students' cooperative thrift in universities.	229 (20)	418 (37)	310 (27)	179 (16)	1136 (100)	Agreed
6	I can woo in my friends to be part of students' cooperative thrift in the universities.	363 (32)	343 (30)	271 (24)	159 (14)	1136 (100)	Agreed
	Grand total	**310 (27)**	**433 (38)**	**237 (21)**	**156 (14)**	**1136 (100)**	**Agreed**

Cut-off Percentage = 50%; N = 1136

The idata ipresented in iTable 4.4 ishows that, 286 (25%) of ithe total irespondents strongly agree, 372 (33%) agree, 317 (28%) disagree and 161 (14%) strongly disagree with their awareness of cooperative thrift in universities. Similarly, 408 (36%) of the total respondents' strongly agree, 545 (48%) agree, 109 (10%) disagree and 74 (6%) strongly disagree of being not aware of students' cooperative thrift existence in universities. In the vein, 309 (27%) of the total respondents' strongly agree, 495 (44%) agree, 250 (22%) disagree and 82 (7%) strongly disagree of being interested to be part of students' cooperative thrift in the universities. In like manner, 265 (23%) of the total respondents' strongly agree, 423 (37%) agree, 86 (8%) disagree and 362 (32%) strongly disagree of their readiness to be part of students' cooperative thrift in the universities. Similarly, 229 (20%) of the total respondents' strongly agree, 418 (37%) agree, 310 (27%) disagree and 179 (16%) strongly disagree with their support for the proposal of the establishment of students' cooperative thrift in universities. Alternatively, 363 (32%) of the total respondents' strongly agree, 343 (30%) agree, 271 (24%) disagree and 159 (14%) strongly disagree with their ability to woo in friends to be part of students' cooperative thrift in the universities. On the whole the grand total also reveal that, 310 (27%) of the total respondents' strongly agree, 433 (38%) agree, 237 (21%) disagree and 156 (14%) strongly disagree in their knowledge of cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. The Table 4.4 further indicates that, 743 (65%) of the total respondents agree and 393 (35%) disagree with stakeholders' knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. This implies that, there exists

positive stakeholders' knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in iUniversities in Bayelsa State iSouth-South, iNigeria.

Research Question Two

What is the stakeholders' mean rating on the strengths of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in iUniversities in Bayelsa State iSouth-South, iNigeria?

Tablei 2: iSummary of imean and istandard ideviation iscores of stakeholders' mean rating on ithe strengths of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities

S/N	Strengths of students Cooperative	iSA (4)	iA (3)	iD (2)	iSD (1)	iTotal	iMean	iSD	iDecision
7	Student body is the most populated group in tertiary institutions.	277 (1108)	341 (1023)	325 (650)	193 (193)	1136 (2974)	2.62	1.03	Agreed
8	Students' icooperative is a itool for irealizing the educational aspirations of the youths.	270 (1080)	551 (1653)	181 (361)	134 (134)	1136 (3229)	2.84	0.92	Agreed
9	Students' cooperative will promote youth upbringing and encourage entrepreneurial attitude.	382 (1528)	470 (1410)	212 (424)	72 (72)	1136 (3434)	3.02	0.88	Agreed
10	It will encourage saving culture among students.	462 (1848)	329 (987)	82 (164)	263 (263)	1136 (3262)	2.87	1.18	Agreed
11	It will encourage indigenous students who are socio-economically disadvantage.	321 (1284)	349 (1047)	339 (678)	129 (129)	1136 (3136)	2.76	0.99	Agreed
12	It has a low interest rate of repayment.	251 (1004)	293 (879)	358 (716)	234 (234)	1136 (2833)	2.49	1.05	Disagreed
	Grand total	**327 (1308)**	**389 (1167)**	**250 (500)**	**170 (170)**	**1136 (3145)**	**2.77**	**1.03**	**Agreed**

iCut-off iMean = i2.50; iN = 1136

The idata presentedi in iTable i4.5 reveals ithat, iall iitem mean iscores except item 12 were igreater thani the icut-off imean iscore of i2.50 with mean scores of 2.62, 2.84,

3.02, 2.87, 2.76 and 2.49 respectively. This further implies all items were accepted except that of item 12. However, on the iwhole the igrand mean iscore of i2.77 was ialso igreater than the icut-off imean iscore of i2.50. Thisi impliesi that, there iexists ipositive stakeholders' mean rating on the strengths of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in iUniversities in Bayelsa State, iNigeria.

Research Question Three

Whati is the stakeholders' mean rating on the weaknesses of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in iUniversities in Bayelsa State iSouth-South, iNigeria?

Table 3: iSummary of imean and istandard ideviation iscores of stakeholders' mean rating on the weaknesses of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities

S/N	Weaknesses of students' Cooperative	iSA (4)	iA (3)	iD (2)	iSD (1)	iTotal	iMean	iSD	iDecision
13	Cooperative loans have repayment issues.	243 (972)	333 (999)	387 (774)	173 (173)	1136 (2918)	2.57	0.99	Agreed
14	Cooperative loans require a credible guarantor.	408 (1632)	201 (603)	345 (690)	182 (182)	1136 (3107)	2.74	1.11	Agreed
15	Death of members could lead to loss of loan taken.	267 (1068)	400 (1200)	335 (670)	134 (134)	1136 (3072)	2.70	0.96	Agreed
16	Regular payment of premium is not guaranteed since most students are not salary earners	279 (1116)	334 (1002)	360 (720)	163 (163)	1136 (3001)	2.64	1.00	Agreed
17	Lack of adequate knowledge of the operations of a cooperative.	281 (1124)	482 (1446)	252 (504)	121 (121)	1136 (3195)	2.81	0.93	Agreed
18	It is a new concept	391 (1564)	236 (708)	367 (734)	142 (142)	1136 (3148)	2.77	1.06	Agreed
	Grand total	**312 (1248)**	**331 (993)**	**341 (682)**	**152 (152)**	**1136 (3075)**	**2.71**	**1.01**	**Agreed**

iCut-off iMean = i2.50; iN = 1136

The idata presented in iTable 4.6 ishows that, all iitem mean iscores werei greater ithan the icut-off imean scorei of i2.50 with mean scores of 2.57, 2,74, 2.70, 2.64, 2.81 and 2.77 respectively. This indicates all items were accepted. On ithe whole ithe grand imean iscore of i2.71 was alsoi igreater than ithe icut-off imean iscore of i2.50. This iimplies that, ithere exists ipositive stakeholders' mean rating on the weaknesses of

students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in iuniversities in Bayelsa State iSouth-South, iNigeria.

DISCUSSION OF FINDINGS

The iresult iindicates that, 65% of the stakeholders' has positive knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. On the other hand, 35% of the stakeholders' has negative knowledge on cooperative as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. This is an indication that majority of the stakeholders are aware of cooperative thrift in universities. Table also reveals that majority of stakeholders' claimed their non-awareness of the existence of students' cooperative thrift in universities. However, despite the non-awareness by majority of the stakeholders', 57% of the stakeholders' in the study are ready to support the proposal of the establishment of students' cooperative thrift in universities. In the same token, 60% of the stakeholders' are ready to be part of students' cooperative thrift in the universities. The support and readiness exhibited by stakeholders' is as a result of the economic benefits derivable from the establishment of students' cooperative thrift in universities. From Table it is iobserved earlier that, the igrand simple percentage score of 65% was igreater than ithe icut-off simple percentage iscore of 50%. This iimplies that ithere iexists a ipositive stakeholders' knowledge on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. The stakeholders' knowledge on students' cooperative thrift includes: aware of cooperative thrift, not aware of students' cooperative thrift, interested to be part of students' cooperative thrift, ready to be part of students' cooperative thrift, support the proposal for the establishment of students' cooperative thrift and can woo in my friends to be part of students' cooperative thrift in universities. The findings conforms with Ademu, *et-el* (2018) that, positive knowledge existed among stakeholders' on the significance of cooperative thrift existence in universities. On the other hand, the study findings are not in conformity with those of Hyclass (2021), who argued that stakeholders' are not knowledgeable about the significance of cooperative thrift existence in universities.

The iresult iindicates that, ithere is ani existence of positive stakeholders' mean rating on the strength of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. This implies that the strength of students' cooperative thrift as an alternative funding strategy enhances improvement of undergraduates' students' welfare in universities. From Table 1 it is iobserved that, the igrand mean iscore of 2.77 was igreater than the icut-off mean iscore of 2.50. This iimplies that ithere exists a ipositive strength of students'

cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. The observed strength of students' cooperative thrift includes: student body is the most populated group in tertiary institutions, students' cooperativei is a itool for irealizing the educational aspirations of the youths, students' cooperative will promote youth upbringing and encourage entrepreneurial attitude, it will encourage saving culture among students', it will encourage indigenous students' who are socio-economically disadvantage. However, it has a low interest rate of repayment was not captured as strength by the rating of the stakeholders. The finding corroborated with Dogarawa in Ademu *et-al* (2018), that, strength of students' cooperative supports improvement of students' welfare in schools. Alternatively, the study findings are in disagreement with those of https://www.un.org.>survey, (2011) indicated that credit cooperatives encounter heightened risk associated with loan default, hence students' cooperative thrift never support students' welfare in schools.

The iresultireveals that, ithere is an existence of positive stakeholders' mean rating on the weaknesses of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. This implies the weaknesses of students' cooperative thrift as an alternative funding strategy does not contributes to the improvement of undergraduates' students' welfare in universities. From ithe observasion , the igrand meani scorei of i2.71 was igreater ithan the icut-off mean iscore of 2.50. iThis impliesi that there exist ipositive weaknesses of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities. The observed weaknesses of students' cooperative thrift includes: cooperative loans have repayment issues; cooperative loans require a credible guarantor, death of members could lead to loss of loan taken, regular payment of premium is not guaranteed since most students are not salary earners, Lack of adequate knowledge of the operations of a cooperative and it is a new concept. The finding agree with Kurt (2009) that, weaknesses of istudents' cooperative supports improvement of students' welfare in schools. Alternatively, the study findings are in disagreement with that of Bibby (2006) HIV/AID & Cooperatives Members in Cooperative college https://www.un.org.>survey, (2011) who equally expressed that the expenses incurred in terms of human resource including departure of skilled personnel and dedicated member, contributing to the overall cost its challenging and will never support students' welfare in schools.

CONCLUSION

Based ion the ifindings of ithis study, the ifollowing iconclusions iwere reached.

1). Knowledge has positive influence on cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities.

2). There is a positive existence of stakeholders' mean rating on the strength of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities.
3). There also existed a positive stakeholders' mean rating on the weaknesses of students' cooperative thrift as an alternative funding strategy for the improvement of undergraduates' students' welfare in Universities.

RECOMMENDATIONS

The ifollowing irecommendations iwere made in ithe istudy.

1. Students should depend on their knowledge of cooperative thrift, because it will enhance their funding improvement in the university system.
2. Students' should rely on the strengths cooperative thrift as an alternative funding strategy for the improvement of their welfare in the university.
3. Students' should not rely on the weaknesses of cooperative thrift, because it has the ability to discourage the improvement of their welfare in the university.

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