



## Assessment of TETFund Regular Interventions on the Development of Colleges of Education in the North-West Zone of Nigeria

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### ABSTRACT

The study is set to assess TETFund Regular Intervention on the development of Colleges of Education in the North – West of Nigeria. Two objectives, two null hypotheses were formulated and tested at 0.05 level of significance. The research designed used is descriptive survey design. A sample of 384 was drawn from the population of 14,379 academic and non – academic staff from twelve (12) public Colleges of Education from the Zone, using simple random sampling techniques. A self-designed questionnaire was used for data collection. The questionnaires were rated using a Five Point Likert Scale of Measurement, SPSS Version 23.0 was used. The data collected were analysed using ANOVA at 0.05 level of tolerance. It was recommended that TETFund Regular Intervention should be enhanced to enable the urban and rural Colleges of Education to achieve conducive atmosphere for effective teaching, learning and research.

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### INTRODUCTION:

The Tertiary Education Trust Fund (TETFund) was established by the Federal Government of Nigeria by an Act of No. 16 of 2011. The Act replaced the Education Tax Fund Act Caps E4 Laws of the Federation of Nigeria, 2004 and the Education Fund (Amendment) Act 17, 2003, TETFund, (2017). The Agency was set up to administer and disburse educational tax collected to the public tertiary educational institutions in Nigeria, which was defined under the Act as Universities, Polytechnics and Colleges of Education for the rehabilitation, restoration and consolidation of tertiary education in Nigeria. The main source of income available to the TETFund is “The 2% Education Tax paid from the assessable profit of companies registered in Nigeria”. The Tax is collected by Federal Inland Revenue Service (FIRS). As approved by Board of Trustees, TETFund Intervention can categorize as follows:

- i. The Regular Intervention is yearly for all beneficiary institutions of TETFund;

- ii. The Special Intervention is usually as the desecration of the Board of Trustees on equality of Geo-Political Zone as enshrined in the enabling act.

Prior to the establishment of TETFund in (2011), public Colleges of Education in Nigeria are faced with serious challenges of Essential Infrastructures for teaching and learning, ICT Support, Library Intervention, poor funding of Research, Manuscript Development, Conference Attendance and Journal Publications, inadequate funding on Teaching Practice, lack of good scholarship for upgrading of Academic Staff qualifications. It is against this background therefore, that the study is set to assess the impact of TETFund Regular Intervention on the development of Colleges of Education in North – West Zone of Nigeria.

### REVIEW OF RELATED LITERATURE:

TETFund Regular Intervention according to TETFund 2017, are relevant to teaching and learning and research including

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improving the teaching and learning environment. Kataf as stated in Ibrahim, et al (2013), viewed educational facilities in TETFund as those structures that help to promote teaching and learning processes in an educational set up. This includes; equipment, laboratories, libraries, workshops and classrooms among others. Asiabaka cited in Yisa and Samson (2014) said that school facilities are the materials resources provided for staff and students to optimize their productivity in the teaching and learning processes. It is the totality of what geared towards the smooth, progressive and successful running of the school. Based on the foregoing therefore, it can be concluded that infrastructures in the content of this research in Colleges of Education include all types of buildings, staff offices, lecture theaters, staff quarters, hostels, laboratories, workshops, toilets and libraries learning facilities including equipment, transportation, ICT Support and games facilities. TETFund's physical infrastructures are building structures such as lectures theatres, libraries, workshops among others, and TETFund learning facilities are instructional materials and equipment, which include books, generators and computers among others (Murtala, M. B. 2018).

Abubakar cited in Bello and Abubakar (2009) viewed College facilities as all physical facilities, teaching and learning materials, building structures, furniture and equipment available for the development of schools/colleges. The College facilities according to him, can be classified as follows:

- i. Building structure;
- ii. Plants and equipment;
- iii. Infrastructural facilities;
- iv. Teaching and learning facilities.

Flippo cited in Ajiboye, Sa'ad and Musa (2014), stated that training and development is defined as the act of increasing the knowledge and skill of an employee for doing a particular job. Justina, A.A. (2016), said that training and development refers to the process of increasing knowledge, skills, attitude, ability, aptitude and potential of the employee to increase and shaping the job performance. She further said that training and development widen the knowledge of the employee, he learns a lot through training and

development to polishes his insights and become more sharps and up to date.

In view of the foregoing, the research opined that TETFund Regular Intervention to the Colleges of Education helps develop physical environment, update and upgrade the academic staff productivity.

### **Objectives of the Study**

The following objectives were designed to be achieved for the study:

- i. Find out the impact of TETFund Regular Intervention on the development of urban Colleges of Education in the North – West Zone of Nigeria; and
- ii. Determine the impact of TETFund Regular Intervention on the development of rural Colleges of Education in the North – West Zone of Nigeria.

### **Hypotheses**

1. There is no significant impact amongst respondents on TETFund Regular Intervention on the development of urban Colleges of Education in the North – West Zone of Nigeria.
2. There is no significant impact amongst respondents on TETFund Regular Intervention on the development of rural Colleges of Education in the North – West Zone of Nigeria.

### **METHODOLOGY**

Descriptive survey research design was used for the study. The designed involved asking the same set of written questionnaires to a large number of individual or persons (Frenkel, Wallen and Hyun, 2015). The major characteristics of descriptive survey research comprises the collection of information from a sample by asking questions to describe the aspect of the population involved in the study.

The population of the study comprised all the academic and non – academic staff in the twelve (12) public Colleges of Education in the North – West Zone of Nigeria. The population is Fourteen Thousand, Three Hundred and Seventy-Nine (14,379) from which a random sampled of



384 was drawn. Similarly, out of 12 public Colleges of Education in the Zone, six (6) were sampled i.e three (3) Colleges from urban areas and three (3) from rural areas.

The selection procedure of the said samples was done based on the recommendation of research Adviser (2006) table of determining sample size of a given population.

A self-designed questionnaire tagged TETFund Regular Intervention on the development of urban and rural Colleges of Education in the North – West Zone of Nigeria was used for data collection. The questionnaire was a closed – ended type as it provides control over the participant’s range of responses by providing specific responses alternative (Ochua, 2015). The questionnaire consisted of three sections A – C. section A contained the bio-data of staff, which comprised of four (4) items and section B and the main questionnaire contained ten (10) items each and was divided into two sections as follows:

Section B was set to determine the impact on TETFund Regular Intervention in the area of infrastructural and equipment, ICT Support, Library intervention, Academic Staff Training and Development, Institutional Based Research, Academic Research Journal publication, Conference/Workshop attendance, Academic Book and Manuscripts Development, Teaching Practice and TETFund Project

Maintenance on the development of urban Colleges of Education in the North – West Zone of Nigeria.

Section C was set to assess the impact of TETFund Regular Intervention in the area of infrastructural and equipment, ICT Support, Library Intervention, Academic Staff Training and Development, Institutional Based Research, Academic Research Journal Publication, Conference/Workshop attendance, Academic Book and Manuscripts Development, Teaching Practice and TETFund Project on the development of rural Colleges of Education in the North – West Zone of Nigeria.

The questionnaire items were rated using a Five Points Likert type Scale of Measurement. By using these sets of response options, individual respondents were expected to indicate their degree of agreement or disagreement with the statement.

Total of 382 questionnaires were distributed on equal basis to teaching and non – teaching staff (191 questionnaires each) and 373 were retrieved.

H0<sub>1</sub>: There is significant impact amongst the respondents on TETFund Regular Intervention on the development of urban Colleges of Education in the North – West Zone of Nigeria. In testing this hypothesis, ANOVA was employed using SPSS. The result was presented on the table below:

Table 1: ANOVA result of impact on TETFund regular intervention in urban CoEs

| Source of variation | Sum of Square | df | Mean Square | F      | P    | e-Value | Decision |
|---------------------|---------------|----|-------------|--------|------|---------|----------|
| Between Groups      | 234.633       | 4  | 58.658      | 4.295  | .002 | .05     | Sig      |
| Within Groups       | 4480.022      |    | 368         | 13.659 |      |         |          |
| Total               | 4714.655      |    | 372         |        |      |         |          |

The above table showed that significant impact exists amongst the respondents on TETFund Regular Intervention in the area of infrastructural and equipment, ICT Support, Library Intervention, Academic Staff Training and Development, Institutional Based Research, Academic Research Journal Publication, Conference/Workshop Attendance, Academic Books and Manuscripts Development, Teaching Practice and TETFund Project Maintenance on the development of urban Colleges of Education

in the North – West Zone of Nigeria was  $f = 4.295$   $P = .002$ . Therefore, since  $P = \text{Value} (.002)$  is less than  $\alpha - \text{value} (.05)$ , the null hypothesis is rejected. It was concluded that there is significant impact amongst respondents on TETFund Regular Intervention on the development of urban Colleges of Education in the North – West Zone of Nigeria.

H0<sub>2</sub>: There is no significant impact amongst respondents on TETFund Regular Intervention on



the development of rural Colleges of Education in the North – West Zone of Nigeria. In testing hypothesis two, ANOVA was employed using

SPSS. The detail was presented on the table below:

Table 1 ANOVA result of impact on TETFund regular intervention on development of rural CoEs

| Source of variation | Sum of Square | df | Mean Square | F      | P    | e-Value | Decision |
|---------------------|---------------|----|-------------|--------|------|---------|----------|
| Between Groups      | 202.035       | 4  | 50.506      | 2.284  | .060 | .005    | Not Sig  |
| Within Groups       | 7253.704      |    | 368         | 22.115 |      |         |          |
| Total               | 7455.73       |    | 372         |        |      |         |          |

The above table revealed that significant impact exists amongst the respondents on TETFund Regular Intervention on the development of rural Colleges of Education in the North – West Zone of Nigeria. The P value is greater than alpha value, the null hypothesis is retrieved. Therefore, the research concluded that there is no significant difference on TETFund Regular Intervention on the development of rural Colleges of Education in the North – West Zone of Nigeria. This is because much of the variation of TETFund Regular Intervention on rural Colleges of Education in the North – West Zone of Nigeria between and with institutions are almost the same as observed in the analysis.

### SUMMARY OF THE FINDINGS

From the results of the findings, the following summaries were presented:

1. TETFund Regular Intervention has impact on the development of urban Colleges of Education in the North – West Zone of Nigeria.
2. TETFund Regular Intervention has no impact on the development of rural Colleges of Education in North – West Zone of Nigeria.

### DISCUSSION OF FINDINGS

The research findings from hypothesis one revealed that, there is significant impact amongst respondents on TETFund Regular Intervention on the development of urban Colleges of Education in the North – West Zone of Nigeria. As recommended by Gabrenya in Sani (2016), if P value is less than alpha value (0.05), the null hypothesis may be rejected. The result of the study showed that a significant impact exists

on TETFund Regular Intervention on the development of urban Colleges of Education within the Colleges of Education located in the urban areas. However, most of the variation between the Colleges are almost the same. This supported the findings of Chidere (2016) and Justina (2016) who revealed that TETFund sponsored construction of lecture halls, maintenance of classrooms and students sits ad ensure successful completion of infrastructural project of Colleges of Education in South – Eastern Zone of Nigeria.

This study determined that, there is no significant impact amongst respondents on TETFund Regular Intervention on the development of rural Colleges of Education in the North – West Zone of Nigeria. The null hypothesis is rejected. This is because, it was found out that TETFund Regular Intervention on the development of rural Colleges of Education has no significant impact within and between rural Colleges of Education in the Zone. This is in line with the findings of Afebende (2017), Ali and Wakil who reported that, TETFund Regular Intervention to rural Colleges of Education specifically for the provision of maintenance of buildings, library books, library journals and e – library service development, as Ya'u stated in Afebende (2017) stressed that e – library has the opportunity to address the scarcity of teaching and research materials of institutions of higher education in Nigeria. The funding was also supported by Ali and Wakil (2015) who said that TETFund provides research materials such as textbooks and internet facilities in offices and libraries, journals and books.



## CONCLUSION

Based on the findings of this study, it was concluded that there is a significant impact of TETFund Regular Intervention on the development of urban Colleges of Education in the North – West Zone of Nigeria in the area of infrastructural and equipment, ICT support, library development, Academic Staff Training and Development, Teaching Practice, Project maintenance etc. There is no significant impact on TETFund Regular Intervention on the development of rural Colleges of Education because, most of the variation between the rural Colleges in terms of TETFund Interventions were almost the same.

## RECOMMENDATIONS

The researcher wishes to make the following recommendations:

1. TETFund Regular Intervention on urban Colleges of Education should be enhanced to achieve conducive working environment for effective teaching and learning;
2. TETFund Regular Intervention on rural Colleges of Education should be improved to enable the Colleges to develop rapidly.

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