

EVALUATION OF THE EXTENT OF TETFUND CONTRIBUTION TOWARDS QUALITY TRANSFORMATION OF TERTIARY INSTITUTIONS IN IMO STATE

By

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Abstract

This study evaluated the extent of TETFund contribution towards quality transformation of tertiary institutions in Imo State. The design of this study is an evaluation as well as an opinion survey research, carried out in state owned tertiary institutions in Imo State. The population of the study consists of 112 academic managers from the three state owned tertiary institutions. A census study of all the 112 academic managers from the three state owned tertiary institutions in Imo State was used since their number can be reached. The instrument for data collection in this study is a researcher made rating scale named "TETFund Contribution towards Quality Transformation of Tertiary Institutions Scale (TCQTTIS)" with 18 items. The rating scale was prepared in line with the policy mandate of TETFund. The face validity of the instrument was established while internal consistency was established on a one short method of administration using Cronbach alpha statistic with an index of 0.81 indicating high reliability of the research instrument. In analyzing the data that were collected, mean score was used to answer the research questions while one sample z-test (i.e. z-test of difference between sample and population means) was used to test the hypotheses at 0.05 level of significance. It was revealed in this study that TETFund sponsor the establishment of new lecture halls, renovation of classroom blocks, maintenance of students' lecture sits and ensure successful completion of infrastructural projects to a high extent. But in the aspect of establishment of ICT center for the schools, provision of new office furniture, renovation of school library, provision of electricity for the school and provision of borehole for the school, there contribution is to a low extent. The study further revealed that TETFund contribution towards quality transformation of tertiary institutions in the area of staff training and development is to a low extent. This implies that there is also no significant contribution of TETFund in the area of staff training and development in Imo State tertiary institution. Based on the finding, it was recommended among

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others that the TETFund should endeavour to establish ICT centers, endeavour to fund the provision of other infrastructures like new office furniture, school library, electricity and borehole. They should make more effort to sponsor conferences, workshops, seminars, oversea training and retraining and ICT application training for the academic staff development of state tertiary institutions.

Education is inevitable for the development of any nation. It plays a vital role in human capital formation. Development of human capital has been found to have strong and consistent positive effects on economic growth and productivity of a country. This can be achieved through acquired knowledge from tertiary institutions (higher education).

Thus, the goal of tertiary education has long been identified as the process that helps to develop the whole man physically, mentally, morally and technologically, to enable him/her function effectively in any environment in which they find themselves so that they may become more productive, self-fulfilling and attain self-actualization (Aluede, Aluede & Ufah, 2004). Hence the importance of higher education is to provide quality education for her products so that they can assume leadership positions in their immediate and external communities (Federal Government of Nigeria, 2014). As a means of providing qualitative and transformed education for her products, degrees are expected to be awarded to graduands of these higher institutions who may have distinguished themselves, that is, found worthy in character and learning. In achieving the importance and objectives of tertiary education, quality of its inputs and outputs must be ensured and transformed for the best.

Quality transformation in this study is seen as fitness for excellent change for purpose. It is seen as a valued predictable degree of uniformity and dependability of a product or service at low cost and suited to the market (Amaechi, 2015). The issue of tertiary education underfunding in Nigeria is a prime cause of other problems that have undermined quality transformation in tertiary education, and it has manifestation in problems such as academic staff shortage, dearth of library books and journals, decline of reading culture among students, dilapidated buildings, obsolete equipment, abandoned capital projects, poor electricity and water supply, hostile working environment, incessant strikes and mass exodus of Africa's best brains in academics. Bongila (2006) and Aluede, Aluede and Ufah (2004) emphasizes that higher education in Nigeria suffers a severe crisis of funding, and its leaders possess little experience with institutional advancement as an alternative source of funding. With the level of underfunding in tertiary institutions in West Africa, there is the need to evolve

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worthwhile strategies that will make it possible for the institutions to achieve qualitative and transformed education. The provision of requisite instructional materials and equipment in the various course programmes of tertiary institutions in Nigeria is grossly inadequate. This is what calls for the intervention of TETFund in order to address this problem.

In realizing quality transformation of tertiary education, the role of TETFUND (Tertiary Education Trust Fund) became crucial. The Tertiary Education Trust Fund (TETFund) was established as an Intervention Agency under the Education Tax Act No. 7 of 1993 to take charge of tax fund in providing essential services to tertiary institutions. Tertiary Education Trust Fund Act, 2011 repeals the Education Tax Act which was charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria by imposing a 2 percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria (Udu and Nkwede, 2014). The mandate of the fund as provided in section 7(1) (a) to (e) of the TETFund Act, 2011 is to administer and disburse the amount in the fund to Federal and State tertiary educational institutions, specifically for the provision and maintenance of the following:

- 1) Essential physical infrastructure for teaching and learning;
- 2) Instructional material and equipment;
- 3) Research and publication;
- 4) Academic Staff Training and Development;
- 5) Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions (<http://tetfund.gov.ng>, Saturday, February 1, 2015).

Based on the mandate of TETFund, Okereke (2015) stressed that the use of adequate and quality resources aide effective teaching and learning process in tertiary institutions. Udu and Nkwede (2014) study indicated that due to TETFund interventions, Ebonyi State University (EBSU) has been able to experience a boost in infrastructural development. Supporting the findings, Ogundu and Nwokoye (2015) also found out that infrastructural development is either completed or ongoing as part of the contributions of TETFund to the development of Universities in Nigeria. Infrastructures as parts of the resources and facilities which aid the effectiveness and quality of teaching and learning process have great potentials for knowledge dissemination, effective learning, and the development of more efficient and effective educational services. The provision of requisite facilities and infrastructure in tertiary institutions would be a powerful way to contribute to educational change, better prepared students, improvement in learning

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outcomes and competencies of learners, as well as equipping students with survival skills in the world of work. Adequate provision of infrastructural facilities by TETFund in tertiary institutions could become a tool for helping the students to become job creators, instead of job seekers, therefore, there is need to provide and maintain and equate infrastructural facilities.

As part of the responsibilities of TETFund, they provide fund for academic staff to embark on in service training and development by sponsoring their further training in various academic fields, both local and international (Eze, 2014). Udu and Nkwede (2014) result also showed that due to TETFund interventions, many EBSU lecturers have been sponsored to local and international seminars and conferences in addition to TETFund sponsored oversea training and retraining of academic staff as noted earlier. Ofojebe and Chukwuma (2015) findings revealed that staff development improve academic staff competence and proficiency which boost their productivity and performance for quality and academic excellence in the school. In tertiary institutions in Imo State, participation in staff training and development is open to all both male and female academic staff. However, access to it may be hindered or delayed due to certain factors specific to a particular group of people. It is against this exposition that this study was carried out to evaluate the extent of TETFund contribution towards quality transformation of tertiary institutions in Imo State.

Statement of the Problem

With the federal government interventionist measures, people still complain about inadequate infrastructure, materials, as well as poor staff development and researches in Nigerian tertiary institutions. This is exemplified by the view of Eze (2014) that there is decay in human and material resources in Nigerian tertiary institutions due to this poor funding. The implication of inadequate funding is that it results in poor infrastructural facilities, teaching/learning facilities; library, research, training etc. The questions one could ask are: is TETFund performing their duties or not? Could the tertiary institutions function well to meet up the quality/standard expected of them by the society without adequate fund, facilities, researches and staff development programmes? It is in view of these, that the researcher is agitated to embark on this study.

Purpose of the Study

The main purpose of this study is to evaluate the extent of TETFund contribution towards quality transformation of tertiary institutions in Imo State. Specifically, the study tends to:

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1. ascertain the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure, and
2. examine the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development.

Research Questions

The following research questions are posed to guide the study:

1. What is the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure?
2. What is the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development?

Hypotheses

The following hypotheses are formulated and tested at 5% level of significance:

HO₁: The mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure is not significantly greater than the criterion mean of 2.50.

HO₂: The mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development is not significantly greater than the criterion mean of 2.50.

Methodology

The design of this study is an evaluation as well as a public opinion survey research, carried out in state owned tertiary institutions in Imo State. The population of the study consists of 112 academic managers from the three state owned tertiary institutions (Imo State University, Owerri IMSU, Imo State Polytechnic, Umuagwo IMO POLY and Imo College of Health Science ICBS). A census study of all the 112 academic managers from the three state owned tertiary institutions in Imo State was used since their number can be reached. The instrument for data collection in this study is a researcher made rating scale named “TETFund Contribution towards Quality Transformation of Tertiary Institutions Scale (TCQTTIS)” with 18 items. The rating scale was prepared in line with the policy mandate of TETFund. The face validity of the instrument was established while internal consistency was established on a one short method of administration using Cronbach alpha statistic with an index of 0.81 indicating high reliability of the research instrument. The rating scale was administered by hand

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and was retrieved personally by the researcher with the help of two trained research assistants to ensure a high percent return rate. In analyzing the data that were collected, mean score was used to answer the research questions. For instance items with mean scores below the criterion mean of 2.50 is regarded as low extent while items with mean scores of 2.50 and above are seen as high extent. One sample z-test (i.e. z-test of difference between sample and population means) was used to test the hypotheses at 0.05 level of significance.

Data Analysis and Results

Research Question One

What is the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure?

Table 1: Mean ratings of state tertiary institution academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure.

S/N	Item Statement: Provision of physical infrastructure. TETFund sponsor the:	State Tertiary Institutions			
		N	\bar{X}	SD	Decision
1	Establishment of new lecture halls	112	2.92	0.81	High Extent
2	Renovation of classroom blocks	112	2.89	0.11	High Extent
3	Establishment of ICT center for the school	112	2.33	0.67	Low Extent
4	Provision of new office furniture	112	2.29	1.19	Low Extent
5	Renovation of school library	112	2.22	1.11	Low Extent
6	Provision of electricity for the school	112	2.26	0.17	Low Extent
7	Provision of borehole for the school	112	2.25	0.78	Low Extent
8	Maintenance of students' lecture sits	112	3.00	0.77	High Extent
9	Ensure successful completion of infrastructural projects	112	2.86	0.34	High Extent
Mean of Means			2.56		

Table 1 shows the mean ratings of state tertiary institution academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure. The results indicated that items 1, 2, 8 and 9 were held as high extent having mean scores that falls above the criterion mean of 2.50, while items 3, 4, 5, 6 and 7 were regarded as low extent with

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mean scores that fall below the criterion mean point of 2.50. The mean of means score of 2.56, implies that TETFund sponsor the establishment of new lecture halls, renovation of classroom blocks, maintenance of students’ lecture sits and ensure successful completion of infrastructural projects to a high extent. But in the aspect of establishment of ICT center for the schools, provision of new office furniture, renovation of school library, provision of electricity for the school and provision of borehole for the school, there contribution is to a low extent.

Research Question Two

What is the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development?

Table 2: Mean ratings of state tertiary institution academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development.

S/N	Item Statement: <i>TETFund sponsor the academic staff:</i>	State Tertiary Institutions			
		N	\bar{X}	SD	Decision
10	Conferences	112	2.27	0.16	Low Extent
11	Workshops	112	2.26	0.93	Low Extent
12	Seminars	112	2.30	0.44	Low Extent
13	Improvement on the job	112	2.29	0.21	Low Extent
14	Opportunity for promotion	112	2.25	0.17	Low Extent
15	Foundation training	112	2.32	0.78	Low Extent
16	In oversea training	112	2.31	0.77	Low Extent
17	In oversea retraining	112	2.32	0.34	Low Extent
18	ICT application training	112	2.23	1.09	Low Extent
Mean of Means			2.28		

Table 2 shows the mean ratings of state tertiary institution academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development. The results indicated that all the items (10-18) were regarded by the respondents as to a low extent having mean scores that fall below the criterion mean point of 2.50. The mean of means score of 2.28, implies that TETFund contribution towards quality transformation of tertiary institutions in the area of staff training and development is to a low extent, this is because they did not contribute much to academic staff training in the areas of sponsoring of conferences,

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workshops, seminars, improvement on the job, opportunity for promotion, foundation training, oversea training, oversea retraining and ICT application training.

Test of Hypotheses

Hypothesis One

HO₁: The mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure is not significantly greater than the criterion mean of 2.50.

Table 5: One sample Z-test of significant difference between the mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development and the criterion mean of 2.50.

n	noi	\bar{X}	μ	S.D	Df	Z_{cal}	Z_{crti.}	Decision
112	9	2.56	2.50	0.34	111	0.50	1.65	Accept Ho

Table 3 shows that the 112 academic managers rated 9 items and had a mean of means of 2.56, with a population/criterion mean of 2.50, standard deviation of 0.34 with a degree of freedom of 111, the z-calculated of 0.50 is less than the Z-tab of 1.65 at one tail test, leading to the acceptance of the hypothesis and concluding that the mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure is not significantly greater than the criterion mean of 2.50.

Hypothesis Two

HO₂: The mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development is not significantly greater than the criterion mean of 2.50.

Table 5: One sample Z-test of significant difference between the mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development and the criterion mean of 2.50.

n	noi	\bar{X}	μ	S.D	Df	Z_{cal}	$Z_{erti.}$	Decision
112	9	2.28	2.50	0.03	111	-20.06	1.65	Accept Ho

Table 3 shows that the 112 academic managers rated 9 items and had a mean of means of 2.28, with a population/criterion mean of 2.50, standard deviation of 0.03 with a degree of freedom of 111, the z-calculated of -20.06 is less than the Z-tab of 1.65 at one tail test, leading to the acceptance of the hypothesis and concluding that the mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development is not significantly greater than the criterion mean of 2.50.

Discussion of Findings

The result of the study revealed that TETFund sponsor the establishment of new lecture halls, renovation of classroom blocks, maintenance of students' lecture sits and ensure successful completion of infrastructural projects to a high extent. But in the aspect of establishment of ICT center for the schools, provision of new office furniture, renovation of school library, provision of electricity for the school and provision of borehole for the school, there contribution is to a low extent. This finding led to the conclusion from this evaluation study that the mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of provision of physical infrastructure is not significantly greater than the criterion mean of 2.50. This implies that a TETFund contribution towards quality transformation of tertiary institutions in Imo State in the area of provision of physical infrastructure is not significant, although they have made some contributions in the aspects of establishment of new lecture halls, renovation of classroom blocks, maintenance of students' lecture sits and ensure successful completion of infrastructural projects. In line with this finding, Udu and Nkwede (2014) study indicated that due to TETFund interventions, Ebonyi State University (EBSU) has been able to experience a boost in infrastructural development. Supporting the findings, Ogundu and Nwokoye (2015) also found out that infrastructural development is either completed or ongoing as part of the contributions of TETFund to the development of Universities in Nigeria. The similarities in the findings could be attributed to the fact that the areas of the study have similar geographical characteristics and it could be seen that the contribution is still in progress after years of establishment of the TETFund.

It was also revealed in this study that TETFund contribution towards quality transformation of tertiary institutions in the area of staff training and development is to a

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low extent, this is because they did not contribute much to academic staff training in the areas of sponsoring of conferences, workshops, seminars, improvement on the job, opportunity for promotion, foundation training, oversea training, oversea retraining and ICT application training. With the above finding, the study concluded that the mean of means of the academic managers on the extent of TETFund contributions towards quality transformation of tertiary institutions in the area of staff training and development is not significantly greater than the criterion mean of 2.50. This implies that there is also no significant contribution of TETFund in the area of staff training and development in Imo State tertiary institution. Contrary to the present study, Udu and Nkwede (2014) result also showed that due to TETFund interventions, many EBSU lecturers have been sponsored to local and international seminars and conferences in addition to TETFund sponsored oversea training and retraining of academic staff as noted earlier. But this is not the case among state tertiary institutions in Imo State. It can therefore be said that staff development play enormous role in the management of Nigerian tertiary. Ofojebe and Chukwuma (2015) findings revealed that staff development improve academic staff competence and proficiency which boost their productivity and performance for quality and academic excellence in the school. The contrary findings above could be attributed to the fact that it could be felt that state tertiary institutions in Imo State could be lacking significantly in the presence and intervention of TETFund activities in the area of staff training and development.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The TETFund should endeavour to establish ICT centers for the state owned tertiary institutions so as to make the students ICT conscious and literate.
2. TETFund should as well endeavour to fund the provision of other infrastructures like new office furniture, school library, electricity and borehole.
3. They should make more effort to sponsor conferences, workshops, seminars, oversea training and retraining and ICT application training for the academic staff development of state tertiary institutions.

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