

IMPACT OF TERTIARY EDUCATION TRUST FUNDS' INTERVENTION ON THE PROVISION OF RESEARCH GRANTS IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA

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ABSTRACT

This study was on the Impact of Tertiary Education Trust Funds' Intervention on the Provision of Research Grants in Colleges of Education in North-West Zone, Nigeria. The design adopted for this study was descriptive survey. The population of this study comprise of all academic staff, management staff and TETFund desk officers in all the 12 public Colleges of Education in North-West geopolitical Zone of Nigeria as at May, 2021. There are 4,562 academic staff, 72 management staff and 12 TETFund desk officers totalling 4646. The sample size for this study was at 355. This includes academic staff, management staff and TETFund desk officers. The sample size is determined based on research advisors (2006) table for sample size selection. Proportionate simple random sampling technique was used. The data collection instrument for the study was self-developed structured questionnaire called "Impact of Tertiary Education Trust Funds Intervention on Research and Development Questionnaire" (ITETFIRD-Q). The questionnaire was prepared based on Likert five-point scale. The instrument was duly vetted the by Supervisors and other relevant experts. The questionnaire was subjected to trial testing using 36 respondents from Niger State College of Education, Minna. The research question was analyzed using frequency counts; percentage, arithmetic mean and standard deviation to obtain overall average scores. Also, Analysis of Variance (ANOVA) was used to test the null hypothesis at 0.05 alpha level of significance. The study found that Tertiary Education Trust Funds (TETFund) Intervention has impacted positively in the area of academic staff training and development through the provision of local study research grants in Colleges of Education in North-West Zone, Nigeria. The study recommends that the Federal Government through the TETFund should provide more research grants for academic staff on regular basis. This should include sponsorship in conferences, workshops and seminars both local and international, similar to any colleges of education.

Keywords: Impact, Intervention, Provision, Research Grant, TETFund.

Introduction

Education is one of the universals in the development of the individuals and the society. As such, the provision of quality education is sine-qua non to national development. It is also one of the catalysts that bring about rapid economic and national development. In order to achieve

through education, the highly needed human capital necessary for social well-being, economic growth and development, there has to be a good stock of quality human and manpower resources. This is of course in addition to the physical and financial resources. It is the manpower resources that manipulate the available physical and financial resources to provide the services and functions that eventually bring about, economic and national development. It is therefore very essential that organizations should have well trained and highly motivated workforce to be able to achieve their goals with maximum efficiency.

The contributions of human capital in the development of any nation have been extensively examined and written about in literature. In this vein, Harbison and Myers (2013) noted that it is human resources, not capital, not income nor material resources that constitute the ultimate basis of the wealth of nations. Manpower development known as human capital development can be considered on its qualitative and quantitative dimensions. It means that human capital formation includes not only expenditure on training but also the development of right attitudes towards productive processes. In tertiary institutions, lecturers' development programmes are considered very critical. These development programmes are often planned activities which are concerned with increasing and broadening the capacities of the manpower or lecturers. It equally aids in improving the technical and conceptual skills of lecturers so they enhance the necessary abilities to handle complex situations and efficient job performance. This makes them to keep abreast with new developments in their areas of specialization so as not to become obsolete and made redundant (Peretomode & Chukwuma, 2005). Orji (2014) added that manpower development of lecturers in tertiary institutions should be geared towards equipping and sharpening lecturers' capacities to help them in performing various obligations, tasks and functions related to their present or future expected roles.

Essentially, colleges of education in Nigeria are among the institutions of higher learning that have been bestowed with the mandate of training teachers for the successful implementation of the Universal Basic Education (UBE) programme of the federal government of Nigeria. They therefore produce teachers not only for the primary schools, but also for the junior secondary school system. The importance of quality teachers in any educational endeavour can never be over-emphasized. The teachers are the hub on which the educational system of any nation rotates. They are the agents through which a well-articulated curriculum finds its actualization. However, of greater and more critical importance are those who train and produce these classroom teachers. They are to a greater extent the academic staff of colleges of education. These groups of individuals must not only be academically sound, but also possess professional exposure, carriage and altitude which are important for effective and efficient implementation of their official responsibilities in the colleges. Therefore, the colleges of education in Nigeria must not only strive to employ and retain the best brains on their academic staff list, but must also ensure that the academic staff members are abreast, with current knowledge in their various fields. They should also be able to demonstrate world best professional practices to be role models to the student teachers.

It is a well-known fact that knowledge keeps on changing. In fact, the knowledge we acquire today, will probably by next five to ten years become obsolete and irrelevant. Again, new knowledge is being discovered on a daily basis, and new technological practices are equally

being introduced in the system; these make it mandatory that academic staff of the colleges of education, who are teacher-educators, must be very conversant with new knowledge and technological practices, which are very essential for sound pedagogical practices. This, therefore establishes the need for academic staff members of colleges of education in Nigeria to pragmatically avail themselves of the opportunities offered by different staff development programmes in the country and abroad, to update themselves, these will definitely help them to become highly abreast with the current relevant body of knowledge, not only in their various academic disciplines but also in the critical area of teaching and learning. The need for improved productivity and organizational performance through human resource development can never be over-emphasized.

The Tertiary Education Trust Fund (TETFUND) was established by an Act of the National Assembly in June 2011. The Act replaced the Education Tax Fund Act Cap. E4 Laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003. Guidelines on assessing TETFUND (2015) asserted that Fund was set up to administer and disburse education tax collections to the Federal and State tertiary educational institutions in Nigeria. The main source of income available to the Fund is the 2% education tax paid from the assessable profit of companies registered in Nigeria. The levies are collected by the Federal Inland Revenue Service (FIRS).

In recent times, the TETFund, an education friendly agency of the Federal Government of Nigeria has been helping a lot in funding tertiary education in Nigeria. In addition to the massive provision of critical teaching and learning infrastructure and facilities, TETFund is also actively involved in both academic and non-academic staff developments in tertiary institutions. Many Nigerian academic staff members in higher institutions have benefitted from TETFund's sponsorship of assorted staff development programmes including in-service training for post graduate degrees, locally and abroad, local and international conferences, workshops, and so on. Peretomode and Chukwuma (2005) posited that the need for improved productivity has become universally accepted and it depends largely on efficient and effective training of manpower for organizational growth, increased employee motivation, increased employee morale, job satisfaction and so on.

It is understandable that if human resource development is given partial attention in an organization, staff members of such organization must be performing below internationally acceptable standard. Sequel to this, organizational efficiency and effectiveness would be hampered. It therefore becomes very necessary for TETFund and colleges to remain committed to the implementation of manpower development programmes for college staff members, especially the academics, so as to remain abreast of current best international practices that will enhance their productive capacities. In the light of the foregoing, this study examines the Impact of Tertiary Education Trust Funds' Intervention on the Provision of Research Grants in Colleges of Education in North-West Zone, Nigeria.

Objective of the Study

- i. determine the impact of Tertiary Education Trust Funds' Intervention on the Provision of Research Grants in Colleges of Education in North-West Zone, Nigeria;

Research Question

- i. What is the impact of Tertiary Education Trust Funds' (TETFund) Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria?

Null Hypothesis

H₀: There is no significant difference in the opinion between academic staff, management staff and TETFund officials on the impact of Tertiary Education Trust Funds' Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria;

Method

The design of the study is survey research design. "It is usually employed by collecting data and describing in systematic manner the characteristic features or facts about a given population from a few people or items considered to be representative of the entire group" (Salihu & Adamu 2016). The design is adopted for this study primarily because it is a suitable and efficient way of studying large populations and it also allows only a sample population to be used to represent the entire population.

The population of this study comprised of all academic staff, management staff and TETFund's desk officers in all the 12 public Colleges of Education in North-West Zone of Nigeria as at May, 2021. There are 4,562 academic staff, 72 management staff and 12 TETFund desk officers totalling 4646. This is based on the official data obtained from the Colleges' registry Departments; Personnel Units FCEs/COEs North-West Geopolitical Zone, Nigeria (2021).

The sample size for this study was 355. This includes academic staff, management staff and TETFund's desk officers. The sample size is determined based on Research Advisors (2008) table for sample size selection. It indicated that for a population of 4646 at 95% confidence level and margin error of 5%, 355 are adequate.

However, in order to select the sample from each of the institutions, proportionate simple random sampling technique was used. This is based on the fact that, the institutions selected for the study vary in term of academic staff population and as such, proportionate simple random sampling technique is most preferred in this regard to select the sample from individual institutions in order to take care of the population size difference. According to Langos (2014), proportionate sampling is a sampling technique could be adopted when the population of the study is composed of several subgroups that are vastly different in number. The data collection instrument for this study is self-developed structured questionnaire called "Impact of Tertiary Education Trust Funds Intervention on Research and Development Questionnaire" (ITETFIRD-Q). Muhammed (2017) define questionnaire as "a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings". The questionnaire is prepared based on Likert five-point scale. The respondents are expected to react to each item on a five-point scale ranging from Strongly Agree (S.A) 5, Agree (A) 4, Disagree (D) 3, Strongly Disagreed (S.D) 2 and (U.D) 1.

The instrument was duly vetted the by supervisors and other experts from English and Literary Studies and Science Education, Ahmadu Bello University, Zaria.

The questionnaire was subjected to trial testing using 36 respondents from Niger State College of Education, Minna, which is outside the area of this study, but shares the same characteristics with the study population. The decision to use 36 respondents is based on the assertion of Connelly (2008); Treece and Treece (1982) and Salihu (2023) who suggested 10% of the sample size projected for the larger parent study as adequate for pilot testing. Therefore, the 10% of 355 is 35.5, which was rounded up to 36.

The reliability coefficient index of the instrument was ascertained using Cronbach alpha method for determining reliability coefficient. According to Muhammed (2017) & Salihu (2023), Cronbach alpha is perhaps the most widely used reliability coefficient. The instrument was administered once. The study adopted the 0.64 as the minimum threshold for accepting the reliability strength of the instrument as set by Danjuma and Muhammad (2011).

The research question was analyzed using frequency counts; percentage, arithmetic mean and standard deviation to obtain overall average scores. In another vein, Analysis of Variance (ANOVA) was used to test the null hypothesis at 0.05 alpha level of significance. Supporting the appropriateness of statistical tools to be used for this study, Salihu (2023) stated that ANOVA should be used for determining significant difference between mean more than two.

Result

Answering Research Question

Research Question One: What is the impact of Tertiary Education Trust Funds (TETFund) Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria?

The opinions of Academic Staff, Management Staff and TETFund’s Desk officer regarding the impact of Tertiary Education Trust Funds’ (TETFund’s) Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria was analysed using frequency counts, arithmetic mean and standard deviations. This is presented in Table 1.

Table 1: Opinions of Respondents on the Impact of Tertiary Education Trust Funds’ (TETFund’s) Intervention on the Provision of Research Grants in Colleges of Education in North-West Zone, Nigeria

S/N	Items	SA	A	UD	D	SD	MEAN	STD
1	TETFund support scholarship of academic staff in colleges of education	49	51	87	70	74	3.83	1.45
2	Special interventions research grants from TETFund are effective in the development of colleges of education in North-west Nigeria	89	116	39	71	16	3.30	1.38

3	Annual research grants from TETFund are effective in the development of your college of education in North-west Nigeria	37	130	100	53	11	3.08	1.17
4	TETFund sponsors the conduct of research proposals for academic staff	85	48	40	115	43	3.50	1.21
5	TETFund finances the procurement of research equipment to conduct research activities	176	22	31	70	32	3.63	1.07
6	TETFund provide funds for personnel cost incurred in the conduct of research activities	18	138	72	41	62	3.74	1.47
7	TETFund pays honorarium for research assistants	96	86	53	83	13	3.51	1.37
8	TETFund settle the bills incurred by principal investigators in the course of research activities	65	100	57	67	42	3.37	0.99
9	TETFund pays for publication of research findings/report	100	120	39	45	27	3.55	1.18
10	TETFund finances follow-up studies	180	25	32	61	33	3.42	1.01
Aggregate Mean							3.49	

Decision mean=3.00

Result of descriptive statistics in Table 1 shows the opinions of Academic Staff, Management Staff and TETFund's Desk officer regarding the impact of Tertiary Education Trust Funds' (TETFund's) Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria. The item with the highest mean response (M3.83; SD 1.45) in the table is item 1 which states that 'TETFund support scholarship of academic staff in colleges of education.' This was followed by item 6 in the item which states that 'TETFund provide funds for personnel cost incurred in the conduct of research activities.' This has the second highest mean response (M=3.74; SD=1.47). The third highest mean response is item 5 which indicate that 'TETFund finances the procurement of research equipment to conduct research activities.' This item attracted (M=3.63; SD= 1.07).

The aggregate mean stood at 3.49 which is found to be higher than the decision mean of 3.00 implying that the Academic Staff, Management Staff and TETFund's Desk officers have affirmed that Tertiary Education Trust Funds' (TETFund's) Intervention have impacted on the provision of research grants in Colleges of Education in North-West Zone, Nigeria

Test of Null Hypothesis

Null Hypothesis One: There is no significant difference in the opinion of academic staff, management staff and TETFund officials on the impact of Tertiary Education Trust Funds

Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria.

The opinions of academic staff, management staff and TETFund officials on the impact of Tertiary Education Trust Funds Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria were analysed here. The tests of significant difference among the three categories of respondents were carried out with the One-Way Analysis of Variance (ANOVA). The summary of the analysis of variance model is presented in Table 2.

Table 2: Summary of One-Way Analysis of Variance on the Opinion of Academic Staff, Management Staff and TETFund Officials on the Impact of Tertiary Education Trust Fund's Intervention on the Provision of Research Grants in Colleges of Education in North-West Zone, Nigeria

Source	Sum of Squares	Df	Mean Square	F value	P value
Between Groups	0.455	2	0.228		
Within Groups	17.275	329	0.080	2.846	0.060
Total	17.731	331			

(F-critical=3.00, p> 0.05)

The summary of One-Way Analysis of Variance (ANOVA) presented in Table 2 shows that the respondents (academic staff, management staff and TETFund officials) did not differ significantly in their opinions regarding the impact of Tertiary Education Trust Funds Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria. This conclusion is drawn from the observed F-value of 2.846 in Table 4.1, at df = 2, 329 and p-value of 0.060 (p>0.05). The mean scores by the three groups were 2.10, 2.14 and 2.26 for academic staff, management staff and TETFund officials respectively. The test revealed that the observed variability was not significant.

Therefore, the null hypothesis which states that there is no significant difference in the opinion of academic staff, management staff and TETFund's officials on the impact of Tertiary Education Trust Funds' Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria is retained.

Findings

The study found that Tertiary Education Trust Funds (TETFund) Intervention has impacted positively in the area of academic staff training and development through the provision of local study research grants in Colleges of Education in North-West Zone, Nigeria;

Discussions

The study indicated that the respondents (academic staff, management staff and TETFund officials) did not differ significantly in their opinions regarding the impact of Tertiary

Education Trust Funds Intervention on the provision of research grants in Colleges of Education in North-West Zone, Nigeria.

Study revealed that the university libraries in South-East, Nigeria have been able to acquire information resources such as new encyclopaedias and other reference sources through TETFund intervention, staff in the libraries have benefited from TETFund sponsored staff development programmes, the Fund has contributed to physical infrastructure in the libraries, research and publications of books and journals executed by library staff in university libraries in South-East Nigeria have been sponsored through TETFund intervention (Anaehobi&Agim, 2019).

Study revealed that research grant received has significant positive effect of TETFUND intervention on the performance of academic staff in terms of research output. *Abdullahi (2021) study indicates that TETFund intervention to a high extent has no significant impact on quality and relevant research by employees of state-owned Colleges of Education in North Central Nigeria (Aminu and Aminu, 2018). This was attributed first, to the fact that funds allocated to these institutions over time were under accessed due to the institutions' inability to meet conditions set by TETFund for continuous access. Secondly, many institutions/staff that access research grants use part of them to take care of their personal needs leaving a paltry sum for research.*

Omobude, Ikhisemojie, Oyetunji & Omorogbe (2016) argues that research activities have been at a low level in Nigerian tertiary institutions and this has led to the decline in the quality of our research infrastructure which is visible through lack of modern scientific laboratories, declining quality of the academia, lack of incentive for publications in conferences and journals and dearth of funding. The study also elucidated the importance of funding as a key driver for achieving sustainable infrastructural development in Nigerian tertiary institutions.

Conclusion

The study concludes that Tertiary Education Trust Funds (TETFund) Intervention has impacted positively in the area of academic staff training and development through the provision of local study research grants in Colleges of Education in North-West Zone, Nigeria;

Recommendation

The study recommends that the Federal Government through the TETFund should provide more research grants for academic staff on regular basis. This should include sponsorship in conferences, workshops and seminars both local and international, similar to any colleges of education; and the intervention agency to achieve meaningful on its constituents' fund allocations should commensurate with modern research and publications tools in order to cope with research dynamism at colleges of education in Nigeria.

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