

INFLUENCE OF TETFUND INTERVENTIONS ON EDUCATIONAL FACILITIES IN STATE COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA

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Abstract

The study investigated the influence of TETFUND interventions on educational facilities in states' colleges of education in north-west zone, Nigeria. Two objectives, research questions and hypotheses were to guide the study. The research design was descriptive survey. A sample of 357 of academic, non-academic staff and desk officers were selected from the population of 5745 using research advisor table for determining sample size (2006). The adapted questionnaire from Ochuu (2015) titled 'influence of TETFUND interventions on educational facilities (ITIEF)' was used for data collection and it was validated by experts. Internal consistency reliability coefficient of 0.87 was obtained using Cronbach's alpha. ANOVA was used in testing the hypotheses at 0.05 level of significance. The findings showed that there is significant influence in the intervention provided by TETFUND on physical infrastructure facilities in state colleges of education in north-west zone, Nigeria (P-value .000 < alpha value .05). The finding showed that there is significant influence in the intervention provided by TETFUND on instructional facilities in state colleges of education in north-west zone, Nigeria (P-value .001 < alpha value .05). The study concluded that there is significant influence in the TETFUND interventions on physical infrastructure and instructional facilities and that the interventions are reducing the challenges facing state colleges of education in north-west zone, Nigeria. The study recommended that: the federal government should continue its funding of TETFUND to enable it to expand its scope of interventions in the development of physical infrastructures and instructional facilities in the state owned institutions. State government and other stakeholders are encouraged to continue providing adequate funding for research and staff development that will propel creativity and innovation in modern teaching and skills of the beneficiaries.

Keywords: Influence, TETFUND, Intervention, Educational Facilities.

Introduction

It is an incontestable fact that the fundamental function of formal education is to produce a knowledge-based workforce for national development. Tertiary Education Trust Fund (TETFUND) is an intervention agency set up by the Federal Government of Nigeria to provide supplementary support to all levels of public tertiary institutions of learning with the main

objective of using funds alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria. The funds are disbursed for the general improvement of Education in Federal and State Tertiary Educations (TETFUND, 2018). The Tertiary Education Trust Fund (TETFUND) was established by an Act of No. 16 of 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 (TETFUND, 2017). The Agency was set up to administer and disburse education tax collected to the public tertiary educational institutions in Nigeria which was defined under the Act as Universities, Polytechnics and Colleges of Education. According to Abubakar et. al. (2019), 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 the Federal Inland Revenue Service (FIRS).

Educational facilities are school buildings with tangible structures which serve as shelter for educational activities. Ogunde (2023) explained that educational facilities as the set of interconnected structural elements that provide development, hence in the school system; educational facilities are those equipment (hard or software) and materials other than human effort used in the teaching and learning processes. They play a vital role in ensuring quality in teaching in education. Educational facilities in the context of school system, consists of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, lawn, farms and gardens including trees and roads. Others include toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, cleaning materials, food services/cafeterias, equipment, classroom facilities, administrative facilities, furniture, instructional materials, audiovisual aids, ICT, library, laboratory materials and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school in teaching and learning process. While it is often said that quality education depends on a complex combination of factors that come together at the school and classroom levels, the most important of these factors is widely understood to be quality of educational facilities (Chidera, 2016).

The main concern in this study was how the challenges of educational facilities and persist despite the government effort and stakeholders interventions in state colleges of education in north-west zone, Nigeria. Nigerian colleges of education were established to produce teachers that are to teach in primary and junior secondary schools. The effectiveness of any institution depends to a great extent on the quality and adequacy of educational resources. However, effective and efficient services in the colleges of education cannot be operated and sustained without adequate funds. Therefore, before the establishment of TETFUND, Nigerian colleges of education were facing serious challenges in terms of teaching and learning facilities and staff development which hindered effectiveness and efficiency in the colleges. Specifically, there have been challenges of inadequate provision of essential physical infrastructure facilities and inadequate provision of instructional materials and equipment. This was supported by Chidera

(2016) who revealed that people complain about inadequate physical facilities, as well as poor staff development and researches in Nigerian colleges of education.

TETFUND is an interventional measure of the Federal Government to tackle inadequate teaching and learning facilities in our tertiary institutions (Onyeike & Iseyin, 2014). Ogunde (2023) cited in Onyeike and Iseyin (2014) maintained that TETFUND has been responsible for the distribution of intervention funds to the various public tertiary institutions in Nigeria. This includes the federal and states' universities, polytechnics, and colleges of education. Azubuikwe, Ogbodo and Ezejiofor (2017) stated that notwithstanding several interventions by TETFUND, there still exist poor educational facilities in colleges of education. Odebi and Aina (2007) cited in Azubuikwe, et. al. (2017) said that inadequate funding of colleges of education has adverse effects on teaching and research. The effect of inadequate funding are evident in the fact that the physical facilities in respective colleges of education, especially states' own colleges of education are in the state of disrepair, several capital and research projects have been abandoned, laboratories and libraries are ill equipped. This study, therefore, was to investigate the Influence of TETFUND Interventions on educational facilities in states' colleges of education in north-west zone, Nigeria.

It is in view of the above, that the researcher finds it very important to investigate on the aforementioned variables to find out whether or not the interventions provided by TETFUND are reducing the challenges of educational facilities in state colleges of education in north-west zone Nigeria.

Statement of the Problem

The main problem in this study was the continued prevailing the challenges of educational facilities in state colleges of education in north-west zone, Nigeria. It was generally agreed that the quality of education delivered by teachers and the academic achievement of students in any school is dependent on several factors of which school facilities and staff development are paramount (Asiabaka, 2005 cited in Yisa, 2014). However, effective and efficient services in the colleges of education cannot be operated and sustained without adequate resources. Based on reviewed on related empirical studies of Sulaiman and Musa (2024), Ogunode (2023) and Nduago and Saidu (2021), it was observed by the researcher that Nigerian state colleges of education were facing serious challenges in terms of teaching and learning facilities and staff development which hindered effectiveness and efficiency in the colleges. Specifically, there have been challenges of inadequate provision of essential physical infrastructure facilities; inadequate provision of instructional materials and equipment. Despite the effort of the states' government and intervention agencies in the provision of infrastructure, instructional materials and equipment the challenges still prevailing in state colleges of education in north-west zone, Nigeria. Therefore, TETFUND is an intervention agency established by Federal Government to tackle the challenges of inadequate infrastructure, instructional materials in public tertiary institutions. This includes the federal and states' universities, polytechnics, colleges of education in Nigeria (Onyeike and Iseyin, 2014). The effect of inadequate funding are evident in the fact that the physical facilities in respective colleges of education, especially states' own colleges of education are in the state of disrepair, several capital and research projects have

been abandoned, laboratories and libraries are ill equipped. Therefore, the problem of this study was to investigate the Influence of TETFUND Interventions on educational facilities in states' colleges of education in north-west zone, Nigeria.

Objectives of the Study

The main objective of the study was to investigate the Influence of TETFUND Interventions on educational facilities in states' colleges of education in north-west zone, Nigeria. Specifically, the study was guided by the following research objectives:

1. find out the Influence of TETFUND intervention on physical infrastructural facilities in states' colleges of education in north-west zone, Nigeria.
2. determine the Influence of TETFUND intervention on the provision of instructional materials in states' colleges of education in north-west zone, Nigeria.

Research Questions

The study was also guided by the following research questions:

1. What is the influence of TETFUND interventions on physical infrastructural facilities in states' colleges of education in north-west zone, Nigeria?
2. What is the influence of TETFUND interventions on the provision of instructional materials in states' colleges of education in north-west zone, Nigeria?

Hypotheses

The study was also guided by the following null hypotheses:

HO₁. There is no significant difference between TETFUND intervention and physical infrastructural facilities in states' colleges of education in north-west zone, Nigeria.

HO₂. There is no significant difference between TETFUND intervention and provision of instructional materials in states' colleges of education in north-west zone, Nigeria.

Methodology

The study adopted descriptive survey research design. The population of the study comprised five thousand seven hundred and forty five staff (5745). It comprised three thousand five hundred and twenty nine (3529) academic staff, two thousand two hundred and nine (2209) non-academic staff and seven (7) TETFUND desk officers from 7 state colleges of education in north-west zone, Nigeria from 2017 to 2024. The sample of 357 academic, non-academic and desk officers participated in the study and the size was based on the recommendation of Researcher Advisor (2006) table for determining sample size. In the instrumentation, the study used Influence of TETFUND Intervention on Educational Facilities Questionnaire (ITIEF). Cronbach's Alpha technique was adopted to establish the reliability of the instrument. The instrument was administered once. The scores obtained were processed using SPSS 23.0 version and an internal consistency reliability coefficient of 0.87 was obtained. This indicated that the instrument is highly reliable for the study. Frequencies, means and standard deviations

were used to analyze the number of respondents of each statement item and ANOVA was used to analyze the formulated hypotheses at 0.05 level of significant.

Results

HO₁: There is no significant difference between TETFUND intervention and physical infrastructural facilities in states’ colleges of education in north-west zone, Nigeria. To test this hypothesis, one-way analysis of variance statistic was used. The data was analysed using SPSS v.23.0, and the result was presented in the table below:

Table 1: One way analysis of variance on TETFUND interventions on physical infrastructure in state colleges of education

| | Sum of Squares | df | Mean Square | F | P | Decision |
|----------------|----------------|-----|-------------|--------|------|----------|
| Between Groups | 409.864 | 2 | 204.932 | 27.808 | .000 | Sig. |
| Within Groups | 2454.061 | 333 | 7.370 | | | |
| Total | 2863.926 | 335 | | | | |

Table 1 revealed that the differences among respondents in the influence of TETFUND interventions on physical infrastructure in state colleges of education in Northwest zone, Nigeria was $F = 27.808$, and $p = .000$. Now, since the p-value (.000) is less than the alpha value (.05), the null hypothesis is hereby rejected. This is because, based on the analysis; there was statistically significant difference among the opinion of respondents in the influence of TETFUND interventions on physical infrastructure. This means that the physical infrastructure provided by TETFUND has significant influence in state colleges of education in north-west zone, Nigeria.

HO₂: There is no significant difference between TETFUND intervention and provision of instructional materials in states’ colleges of education in north-west zone, Nigeria. To test this hypothesis, one-way analysis of variance statistic was used. The data was analysed using SPSS v.23.0, and the result was presented in the table below:

Table 2: One way analysis of variance on TETFUND interventions on provision of instructional facilities in state colleges of education

| | Sum of Squares | df | Mean Square | F | P | Decision |
|----------------|----------------|-----|-------------|--------|------|----------|
| Between Groups | 1447.866 | 2 | 723.933 | 58.204 | .001 | Sig. |
| Within Groups | 4141.774 | 333 | 12.438 | | | |
| Total | 5589.640 | 335 | | | | |

Table 2 revealed that the differences among respondents in the influence of TETFUND interventions on instructional facilities in state colleges of education in Northwest zone, Nigeria was $F = 58.204$, and $p = .001$. Now, since the p-value (.001) is less than the alpha value (.05),

the null hypothesis is hereby rejected. This is because, based on the analysis; there was statistically significant difference among the opinion of respondents in the influence of TETFUND interventions on instructional facilities. This means that the instructional facilities provided by TETFUND have significant influence in state colleges of education in north-west zone, Nigeria.

Discussions of Findings

From the computation in hypothesis one, the p-value of 0.000 is less than the alpha level of 0.05 ($0.000 < 0.05$), on the basis of this, the study can therefore reject the null hypothesis and concludes that there is a significant influence in TETFUND intervention on physical infrastructure facilities in state colleges of education in north-west zone. This aligns with Ogunode (2023), who explained that the TETFUND interventions on infrastructural facilities are essential for achieving educational objectives and necessary support for the teaching-learning process. School offices offer a suitable workspace for educators, classrooms facilitate effective learning environments, and school grounds provide security against external threats, ensuring the safety of students and staff from adverse weather conditions. Thus, the significance of infrastructural facilities in state colleges of education cannot be overstated, as they are integral to fostering a conducive and safe learning environment conducive to educational success. The finding is in line with that of Sulaiman and Musa (2024) who found that there is a significant positive relationship between TETFUND and the infrastructural development of the Universities in the North-West. Also the result was in line with the finding of Nduagu and Saidu (2021) who found that there is a positive significant influence of TETFUND intervention on staff and infrastructure development, which led to improvement in the quality of tertiary education in Abia state. The finding also justified the major argument of the resources dependency theory of Pfeffer Salanick (1978) that an organization depends on resources and these resources ultimately originate from an organization's environment. This means that the intervention provided by TETFUND on physical infrastructure has significant influence in state colleges of education in north-west zone, Nigeria.

In the second hypothesis, the p-value of 0.001 is less than the alpha level of 0.05 ($0.001 < 0.05$), on the basis of this, the study can therefore reject the null hypothesis and concludes that there is a significant influence in TETFUND intervention on instructional facilities in state colleges of education in north-west zone. This supported the conceptual explanation of Ulrich and Fabrice-Gilles (2021) who explained that instructional facilities like audiovisual aids, ICT equipment, books, laboratory materials and special facilities for the physically challenged persons play pivotal role in the actualization of the educational goals and objectives in tertiary institutions. The finding is in line with that of Chidera (2016) whose result revealed that TETFUND has significant impact on sponsored procurement of laboratory and ICT equipments. Also the result agrees with the findings of Nnanna and Abraham (2018) who found that TETFUND inputs into the universities which included well-equipped laboratories and stocked libraries has significant positive impact. The finding also justified the major argument of the resources dependency theory of Pfeffer Salanick (1978) that an organization depends on resources and these resources ultimately originate from an organization's environment. This

means that the intervention provided by TETFUND on instructional facilities has significant influence in state colleges of education in north-west zone, Nigeria.

Conclusion

Based on the findings, the researcher concluded that there is significant influence in the TETFUND interventions on physical infrastructure and instructional facilities in state colleges of education in north-west zone. It was also concluded that the interventions are reducing the challenges facing state colleges of education in north-west zone, Nigeria.

Recommendations

With the findings of the study, the researcher wishes to make the following recommendations:

1. TETFUND should continue its interventions and expand the scope in the development of physical infrastructures in the state owned tertiary institutions.
2. TETFUND should continue its interventions and expand the scope in the provision of instructional facilities in the state owned tertiary institutions.
3. State government should continue assist in the funding capital projects rather than depending fully on TETFUND interventions.

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