TERTIARY EDUCATION TRUST FUND (TETFUND) INTERVENTION POLICY: IMPACT ON LIBRARY DEVELOPMENT IN PUBLIC UNIVERSITIES IN SOUTHEAST NIGERIA

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Abstract

This study assessed the intervention of Tertiary Education Trust Fund (TETFund) on Library Development in public universities in Southeast Nigeria which comprises of Abia, Anambra, Enugu, Ebonyi and Imo States. Two (2) research questions and two (2) null hypotheses guided the study. Multi-stage sampling technique was used to randomly draw 5 public universities, one in each state and census sampling technique to draw the entire population of 60 respondents as the sample which comprised of 45 library administrators and 15 TETFund Desk Officers (of the selected universities). The instrument used for data collection was a questionnaire designed by the researchers on a four-point scale titled Library and TETFund Staff Assessment Questionnaire (LTSAQ). The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka and Cronbach Alpha measure was used to determine the internal consistency reliability which yielded a co-efficient of 0.87 and this indicated that the instrument was reliable. Mean and standard deviation were used to answer the research questions, while t-test statistic was used to test the hypotheses at 0.05 level of significance. Results showed that the funding agency has significantly contributed to library development in areas of constructing and maintaining new and old buildings, procurements of books and other items. Hypothesis one was not rejected because the p - value = 0.292 > 0.05. The agency also supported in providing campus internet service and procurement of ICT equipment. Hypothesis two was not rejected because the p-value = 0.191 > 0.05. The study recommended that library staff should be trained and web-based library services should be strengthened.

Keywords: Appraisal, Tertiary Education Trust Fund (TETFund), Intervention, Library Development, Web, Information Communication Technology (ICT)

Introduction

The constant call for educational reforms to guarantee quality and problem solving education by nations has necessitated the assessments of existing educational policies for possible adjustments, change or retention; the need for constant reforms was buttressed by Ubogu and Money (2018) who submitted that the nature of teaching and facilities at our institutions, especially universities have to be oriented towards inculcating the values of acquisition of competencies needed for cultural, social, economic and technological change. The establishment of Tertiary Education Trust Fund (TETFund) is one of such policies introduced into the Nigerian Education system about three decades ago to address the funding problem of tertiary education in the country. TETFund was established in 1993 as Education Trust Fund (ETF), to support all levels of education, in 2011, the agency was renamed Tertiary Education Trust Fund and the mandate was changed to cater for only public tertiary institutions in Nigeria. TETFund (2021) also stated that with a new mandate, the agency has to operate as an intervention agency to provide supplementary support to all levels of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of Tertiary Education in Nigeria. According to Abdulaziz, Olokooba and Iyekolo (2020), TETFund is an intervention agency set up by the federal government of Nigeria to provide supplementary support to all levels of public tertiary

institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria. Nduagu and Saidu (2021) described Tertiary Education Trust Fund (TETFund) as an intervention agency which is meant to assist tertiary institutions on staff development, provision of infrastructural facilities and improvement of quality of education. Also, Ndoh and Nnaeto (2018) stated that TETFund is the brainchild of Academic Staff Union of Universities (ASUU) and it is charged with the responsibility of providing funds for upgrading of teaching and learning facilities as well as training and development of staff in tertiary institutions.

The main source of income available to the Fund is the two per cent education tax paid from the assessable profit of companies registered in Nigeria. The Federal Inland Revenue Services (FIRS) assesses and collects the tax on behalf of the TETFund. The funds, according to Ezeali (2017), are disbursed for the general improvement of education in federal and state tertiary institutions specifically for the provision or maintenance of essential physical infrastructures, for teaching and learning, instructional material and equipment, research and publications of academic staff, academic staff training and development, and any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher educational institutions such as library development. TETFund intervention in library development has to do with the importance of library in tertiary education.

Library is a major component part of information system. Onebunne (2021) defined library as a place in which literacy and artistic materials such as books, periodicals, newspapers, pamphlets, prints, records and tapes, among others, are kept for reading, reference or lending. In the tertiary institutions, library equally provides web-based services known as digital library or e-library. Onebunne stated that Digital library / E- library is the collection of texts, images among others encoded so as to be stored, retrieved and read by computer. It is the collection of documents organized in an electronic format available on the internet or on CD ROM disks with the use of computer system. Oyegunle (2013) described academic library as a library that is attached to academic institutions above the secondary level, serving the teaching and research needs of students and staff. These libraries serve two complementary purposes: to support the school's curriculum, and to support the research of the university faculty and students. Hanna (2023) defined a digital or web library as a collection of digital objects, such as books, magazines, audio recordings, video recordings and other documents that are accessible electronically.

Library development entails construction of library, equipping the library with up to date books and ICT equipment, and ensuring that web based library services and training of library staff is available. According to Tondo (2015), library is a place entrusted with the acquisition, organization, preservation, storage, retrieval and dissemination of information. According to Olubiyo (2022), advances in technologies have ensured that library resources have gone beyond the print media-electronic, multimedia, the internet have made a lot of impact on the availability of reading materials, the electronic age has made users search beyond print media while looking for information resources, all these have made library web based services very essential in our tertiary institutions. Libraries provide access to information and resources for research, education, and personal enjoyment. They are typically staffed by trained librarians who can assist with finding and accessing the information and resources you need. Kujur (2023) submitted that library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both.

The library plays a very significant role in information storage for educational delivery; the library is home for teaching aids and instructional materials and even in teaching and learning, we now have e-learning and open/distance learning (ODL) provided by institutions home and abroad where many of them have developed a web based library. In 2023, TETFund reported to have directly disbursed a total sum of Five hundred and sixty-two million, six hundred and seventy thousand Naira (N562,670,000.00) to each public university in Nigeria from 2010 to 2019 under the interventions of library development and ICT support. Hence, Akinsanya and Olusanya (2017) found in their study that TETFund has a significant impact in library development in public tertiary institutions in South West, Nigeria. In addition, Anaehobi and Agim (2019) did a study which findings revealed that public university libraries in South East Nigeria have been able to acquire information resources such as encyclopaedias and other reference sources through TETFund; library staff trained and infrastructures provided for library. But in contrast, Adullahi and Saka (2021) reported in their study that majority of information resources and services were available but funded directly by the government, that TETFund intervention in university library development in North Central Nigeria was mainly the maintenance of the buildings. There seem to be conflicting reports from one geo-political zone to the other, these contradicting reports necessitated this study.

Purpose of the Study

The general purpose of this study was to appraise the intervention of Tertiary Education Trust Fund (TETFUND) on library development in public (federal and state-owned) Universities in Southeast, Nigeria. Specifically, the study determined the:

1. extent of the intervention of the funding agency on library resources
2. extent of the intervention of the funding agency on web-based library services

Research Questions

The following research questions guided the study:

1. To what extent does TETFund intervention impact library resources in public universities in Southeast Nigeria?
2. To what extent does TETFund intervention impact web-based library services in public universities in Southeast Nigeria?

Hypotheses
1. There is no significant difference in the mean ratings of Library staff and TETFund staff on the extent of the impact of TETFund's intervention on library resources in Public Universities in Southeast, Nigeria.
2. There is no significant difference in the mean ratings of Library staff and TETFund staff on the extent of the impact of TETFund's intervention on web-based library services in Public Universities in Southeast, Nigeria.

Method

The study adopted a descriptive survey research design. This design was adopted as appropriate because the research would need a quantitative rating of the dependent variables to obtain valid and reliable data for analysis. Authors like Fejoh and Adesanwo (2021), Anaehobi and Agim (2019) and Ezeali (2017) adopted the design in related studies. This study was carried out in South – East, Nigeria. The South-East is made up of five states- Abia, Anambra, Ebonyi, Enugu and Imo. There are ten public universities (five federal and five state universities) operational in Southeast Nigeria that have benefitted from the intervention of TETFund. The

federal universities are University of Nigeria, Nsukka, Enugu State; Nnamdi Azikiwe University, Awka, Anambra State; Michael Okpara University of Agriculture Umudike, Abia State; Alex Ekwueme Federal University, Ndufu Alike, Ikwo, Ebonyi State and Federal University of Technology, Owerri, Imo State. The state universities are Enugu State University of Science and Technology, Enugu; Abia State University, Uturu; Imo State University, Owerri; Chukwuemeka Odumegwu Ojukwu University, Uli, Anambra State and Ebonyi State University, Abakaliki.

The choice of this area of study was based on the fact that the region has educational significance to the country and universities are located in the area that are listed as beneficiaries of intervention of TETFund and can easily be accessed to find information pertaining to how the Fund has impacted library development in them. The population of the study was 120 which comprised of two (2) categories; the first was 90 library administrators which comprised of 10 librarians and 80 heads of units in the libraries of the 10 universities, the second population was the thirty (30) desk officers in TETFund offices in the universities. The sample size was 60 respondents; this was made up of 45 library administrators and 15 TETFund officers. Multi-stage sampling procedure was adopted. First, five (5) universities comprising of three (3) federal and two (2) state universities were randomly selected, one from each state, which are: University of Nigeria, Nsukka, Nnamdi Azikiwe University, Awka, Alex Ekwueme Federal University, Ndufu Alike, Ikwo, Ebonyi State, Imo State University, Owerri and Abia State University, Uturu. In the second stage, Census sampling technique was used to select all library administrators (45) and TETFund staff (15) of selected universities which gave a total of 60 respondents.

A structured questionnaire was developed by the researchers as the instrument for collection of data for the study. The questionnaire was named Library and TETFund Staff Assessment Questionnaire (LTSAQ). The LTSAQ has two (2) sections - A and B. Section A has three (3) questions on Biodata information; section B contains two (2) clusters and twenty-three 23 items that were also structurally designed on a 4-point rating scale of Very High Extent (VHE-4), High Extent (HE-3), Low Extent (LE-2) and Very Low Extent (VLE-1) measuring TETFund's intervention on library development in the university. It was administered to sampled library staff and TETFund staff and data collected from it was used to answer research questions and to test hypotheses. A draft of the instruments was given to three experts, two in Educational Administration and Planning, Department of Educational Foundations and one in Measurement and Evaluation, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka to carry out face validity to ensure the suitability of the items on the questionnaire to elicit responses that are in line with the objectives of the study and research questions raised, the instrument was scrutinized by these experts and their contributions and corrections were incorporated into the final draft of the questionnaire.

The researcher selected ten (10) library administrators and five (5) TETFund Staff from a federal university (University of Benin, Benin City,) and a state university (Ambrose Alli University, Ekpoma) all in Edo State, the LTSAQ was administered to them and data collected from the questionnaires were subjected to Cronbach's Alpha reliability measure. The reliability coefficients obtained from the clusters were 0.84 and 0.89 respectively. The overall reliability coefficient of the 23 items yielded an index of 0.87. This indicated that the instrument was reliable for the study. Instruments were administered directly to respondents and retrieved on the spot after their responses had been made. A total of 60 questionnaires were administered while a total of 56 were retrieved which represented 93% rate of return.

The quantitative data collected was analyzed using descriptive and inferential statistics with the aid of statistical package for social science (SPSS). Research questions were answered

using mean and standard deviation, while t-test statistic was used to test the hypotheses all at 0.05 level of significance. The real limit of numbers were used to interpret the results in clusters with response mode of VHE=3.50-4.00, HE=2.50-3.49, LE=1.50-2.49 and VLE=0.50-1.49.

Results

Research Question One: To what extent does TETFund intervention impact on library resources in public universities in Southeast Nigeria?

Table 1: Mean and Standard Deviation of respondents on the extent to which TETFund intervention impact on library resources in public universities in South East Nigeria

S/N	Item Statement	Library Staff Mean	SD	Remark	TETFund Staff Mean	SD	Remark
1	New Library Building	3.20	0.96	High Extent	3.30	0.82	High Extent
2	Maintenance of Building	3.43	1.02	High Extent	3.54	0.98	Very High Extent
3	Procurement of Furniture	2.89	0.86	High Extent	3.51	0.94	Very High Extent
4	Procurement of Books	2.78	1.04	High Extent	2.93	1.06	High Extent
5	Procurement of Journals and Periodicals	2.56	0.97	High Extent	2.59	0.81	High Extent
6	Procurement of Still pictures and Images	2.42	0.82	Low Extent	2.49	0.64	Low Extent
7	Procurement of encyclopedia	2.73	0.71	High Extent	2.58	2.72	High Extent
8	ICT items for Library Administration	2.88	0.69	High Extent	3.21	0.54	High Extent
9	Procurement of Audio, video and multimedia resources	2.45	0.63	Low Extent	2.48	0.86	High Extent
10	Special training of Library Staff	2.24	0.86	Low Extent	2.45	1.06	High Extent
	Cluster Mean	**2.76**	**0.86**	**High Extent**	**2.91**	**0.84**	**High Extent**

Result in Table 1 reveals the extent to which TETFund intervention impacts library development in public universities in Southeast Nigeria. The result reveals that for library staff rating, items 1to 5, 7and 8 and the cluster mean had mean values range from 2.56 to 3.43, these values were within the real limit of 2.50 to 3.49; indicating that the extent to which TETFund intervention impacts on library resources in public universities in South East Nigeria is high; while items 6, 9 and 10 had mean values range from 2.24 to 2.45, indicating low extent intervention on provision of items. However, for TETFund staff rating, items 2 and 3 had mean ratings of 3.54 and 3.51 respectively, which indicated very high extent intervention on items, and items 6, 9 and 10 had mean values of 2.49, 2.48 and 2.45 respectively which indicated low extent intervention on items, all other items including the cluster mean had mean values range from 2.51 to 3.30, these indicated high extent intervention on provision of certain library resources. The Table also revealed that the cluster mean of the standard deviation of the 10 items is 0.86 for academic staff and 0.84 for TETFund staff; indicating that the respondents were homogenous in their responses.

Hypothesis One: There is no significant difference between the mean ratings of library staff and TETFund staff on the extent to which TETFund intervention impact on library resources in public universities in Southeast Nigeria.

Table 2: Independent t-test analysis of significant difference in the mean ratings of library staff and TETFund staff on the extent to which TETFund intervention impact library resources in public universities in Southeast Nigeria

Status	N	Mean	SD	Df	t-value	P-value
Library Staff	41	2.76	.86	54	-1.063	.292
TETFund Staff	15	2.91	.84			

Result in Table 2 shows the t-test for independent samples assuming equal variance. The results from the test show t (54) = -1.063, p = .292. Thus, the null hypothesis of no significant difference was not rejected since the p-value is greater than 0.05 level of significance. The researchers, therefore, concluded that there is no significant difference between the mean ratings of library staff and TETFund staff on the extent to which TETFund intervention impacts on library resources in public universities in Southeast Nigeria.

Research Question Two: To what extent does TETFund intervention impact web-based library services in public universities in Southeast Nigeria?

Table 3: Mean and Standard Deviation of respondents on the extent to which TETFund intervention impact web-based library services in public universities in South East Nigeria

S/N	Item Statement	Library Staff Mean	SD	Remark	TETFund Staff Mean	SD	Remark
11	Campus Internet Service	2.61	0.89	High Extent	2.87	0.99	High Extent
12	ICT Equipment for Library Web services	2.85	0.82	High Extent	3.13	0.83	High Extent
13	Procurement of CD-Rom, Hard Disk and Flash Drive for storage	0.73	0.84	Very Low Extent	2.21	0.81	Low Extent
14	Provision of Gateway to online Library	0.64	0.93	Very Low Extent	1.01	0.88	Very Low Extent
15	Provision of access to Electronic Journals	0.72	1.01	Very Low Extent	0.87	0.91	Very Low Extent
16	Provision of Online Search Engine	0.56	1.00	Very Low Extent	0.74	1.02	Very Low Extent
17	Provision of Bulletin Boards	0.69	1.03	Very Low Extent	0.77	1.01	Very Low Extent
18	Development of Subject Portals	0.88	0.99	Very Low Extent	0.92	1.00	Very Low Extent
19	Provision of Online Database and Subject Directories	0.76	0.92	Very Low Extent	0.83	0.94	Very Low Extent
20	Development of Online Public Access Catalogue (OPAC)	0.89	0.88	Very Low Extent	0.90	0.92	Very Low Extent
21	Library Automated Circulation and Control	2.37	0.99	Low Extent	2.45	1.11	High Extent
22	Real Time Library Services	0.70	0.86	Very Low Extent	0.78	0.84	Very Low Extent
23	ICT Center for Information Service	2.29	1.01	Low Extent	2.60	1.06	High Extent
	Cluster Mean	**1.28**	**0.94**	**Very Low Extent**	**1.55**	**0.95**	**Low Extent**

Result in Table 3 reveals the extent to which TETFund intervention impacts on web-based library services in public universities in South East Nigeria. The result revealed that for academic staff rating, items 11 and 12 had mean values of 2.61 and 2.85 respectively, these values indicated that the items were to high extent provided; items 21, 22 and the cluster mean had mean values of 2.37 to 2.29 and 1.28 respectively, which indicated that the items were to a low extent provided. All other items had mean values of 0.56 to 0.89 which indicated that the extent to which TETFund contributed to some aspects of web-based library services in public universities in South East Nigeria is very low. For TETFund staff rating, Items 11,12 and 23 had mean values range from 2.60 to 3.13 indicating high extent intervention in provision of items. Items 14 to 20 and 22 had mean values from 0.64 to 1.01 which indicated very low extent support in provision of items. Also item 13 and 21 and the cluster mean had mean value of 2.21, 2.45 and 1.55 respectively, which indicated that items had low extent intervention values. The Table also revealed that the cluster mean of the standard deviation of the 13 items is 0.85 for academic staff and 0.95 for TETFund staff; indicating that the respondents were homogenous in their responses.

Hypothesis Two: There is no significant difference between the mean ratings of library staff and TETFund staff on the extent to which TETFund intervention impact on web-based library services in public universities in Southeast Nigeria.

Table 4: Independent t-test analysis of significant difference in the mean ratings of library staff and TETFund staff on the extent to which TETFund intervention impact on web-based library services in public universities in South East Nigeria

Status	N	Mean	SD	Df	t-value	P-value
Library Staff	41	1.28	.94	54	-1.308	.191
TETFund Staff	15	1.55	.95			

Result in Table 4 shows the t-test for independent samples assuming equal variance. The results from the test shows t (54) = -1.308, p = .191. Thus, the null hypothesis of no significant difference was not rejected since the p-value is greater than 0.05 level of significance. The researcher therefore, concluded that, there is no significant difference between the mean ratings of library staff and TETFund staff on the extent to which TETFund intervention impacts on library development in public universities in South East Nigeria.

Discussion of Findings and Educational Implications

Findings of the study revealed that the funding agency has positively impacted on providing new library building, maintenance of building, procurement of books and other materials, while assessment by library staff and TETFund staff showed that the funding agency has to a low extent sponsored special training of library staff, procured still pictures and images and also audio, video and other multimedia resources. These findings are consistent with the findings of Anaehobi and Agim (2019) who investigated TETFund intervention and development of university libraries in Southeast Nigeria and the findings revealed that public universities libraries in South East Nigeria have been able to acquire information resources such as encyclopedias and other reference resources through TETFund and infrastructure provided for library. Also, a study conducted by Nagbi and Micah (2019) showed that TETFund did not significantly relate to library staff training of Nigerian federal universities in the period of the study.

Findings from the hypotheses tested also indicated that there is no significant difference between the mean ratings of library staff and TETFund staff on the extent to which TETFund intervention impacts on library development in public universities in South East Nigeria t(54) = -1.1063, p > 0.05 and p - value = 0.292 which is greater than 0.05 level of significance. This means that both categories of respondents opined along the same line and that there is no significant difference in the mean rating of the two classes of respondents.

In the aspect of web based library services, the findings showed that the funding agency has positively contributed to provision of campus internet service and procurement of ICT equipment for the libraries but has not done enough in supporting the libraries to introduce or maintain library web-based services by providing automated circulation and control, gateway to online library, access to electronic journals, subject portals and directories, search engines and so on. Findings from the hypotheses tested also indicated that there is no significant difference between the mean ratings of library staff and TETFund staff on the extent to which TETFund intervention impacts on web-based library services in public universities in South East Nigeria. This means that both categories of respondents opined along the same line and that there is no significant difference in the mean rating of the two classes of respondents.

The findings on the assessment of TETFund intervention on library development the funding agency has to a good extent been magnanimous in developing the libraries of the public universities in Southeast East Nigeria, but with poor support for provision of library web-based services. The importance of a developed library for teaching, learning and research is that there are enough literary and creative materials such as books, periodicals, newspapers, pamphlets, prints, records and tapes for reading, reference and lending. Information and materials are available; this will ensure the timely completion of theoretical part of the research works and add to the quality assurance process.

Conclusion

Based on the findings of this study and the discussion that followed, the following conclusions were drawn: TETFund has to a high extent contributed to library development in public universities in Southeast Nigeria. The funding agency has assisted the university by constructing new library buildings, maintenance of old ones and procurements of books and other resources. Meanwhile, the agency needs to improve on their assistance to the universities in library staff training and the quest to offer web-based library services.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. TETFund should sponsor training of library staff, procure more still pictures and images for the libraries, procure more audio, video and multi-media resources and carry out needs assessments as and when due.
2. TETFund to increase the support to the universities libraries in the bid to offer library web-based services by helping to procure all needed resources.
3. TETFund to also carry out periodical needs assessment of the libraries to ensure efficient service delivery.

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