APPRAISAL OF THE PERCEPTION OF STAFF ON TERTIARY EDUCATION TRUST FUND INTERVENTION IN TERTIARY INSTITUTIONS IN ADAMAWA STATE, NIGERIA

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Abstract: The research investigated the Perception of Staff on Tertiary Education Trust Fund Intervention in Tertiary Institutions in Adamawa State, Nigeria. The study had four specific purposes, four research questions and four null hypotheses. The researcher adopted a survey research design, the population of the study was 1,389 and the sample was 311. A 4-point rating scale with 20 items structured questionnaire was used to generate data for the study. The instrument was validated by three experts from the Department of Vocational Education and Science Education. A pilot study was conducted and the instrument had a reliability coefficient of 0.86. The data was collected with the help of two research assistant with the supervision of the researcher in both Federal College of Education, Yola and Adamawa State Polytechnic, Yola, and were analysed using mean and standard deviation to answer the research questions, while t-test was used to test the four null hypotheses at 0.05 level of significance. The findings revealed that TET Fund intervention had positive significant impact on academic staff training and development in Federal College of Education and Adamawa State Polytechnic, Yola, with Grand $\bar{X} = 2.71$, SD=1.1 and (P=0.00), that TET Fund intervention had positive significant impact on academic staff on physical infrastructure in Federal College of Education and Adamawa State Polytechnic, Yola with Grand $\bar{X} = 3.00$, SD=1.32 and (P=0.00), that TET Fund intervention had positive significant impact on academic staff modern facilities in Federal College of Education and Adamawa State Polytechnic, Yola with Grand $\bar{X} = 2.71$, SD=1.17 and (P=0.00) and finally that TET Fund intervention had positive significant impact on academic research in Federal College of Education and Adamawa State Polytechnic, Yola with Grand $\bar{X} = 2.70$, SD=0.98 and (P=0.00). Based on the findings, it was concluded that TET Fund intervention had assisted the academic staff training and development, physical infrastructure, modern facilities and academic research in Federal College of Education and Adamawa State Polytechnic, Yola. Four recommendations were made, among others, that Government, through TET Fund, should continue to provide training and development, infrastructure, modern facilities and academic research in order to improve the academic and non-academic staffs with the necessary skills and capacities, encourage, motivate and improve the standard in tertiary institutions.

Keywords: Perception, Tertiary Education Trust Fund, Intervention, Tertiary Institutions

Introduction

One of the major issues and concerns of nations is to provide quality education for development and empowerment. Education is an engine of growth that rests on quality and is important for the development of all societies, irrespective of their level of development. However, in developing societies there is need for educational development, which leads to the development of other sectors such as economic, social and political. Education is the key for achieving a sustainable national development and for any nation to develop it needs to have a quality education requires an elaborate intervention. Education can only develop if it is properly funded at all levels, ranging from primary to tertiary institutions mostly in the areas of facilities, equipment, training, research and development, information and communication technology, innovations and inventions.

Education is necessary for both human and societal development, the more sophisticated it is, the more quality products it provides and that is why United Nations Educational, Scientific and Cultural Organization (UNESCO) has recommended that every nation of the world to invest a minimum of 26 percent of its annual budget on education so as to maintain a minimum acceptable standard. Omorogie (2010), reported that the National
Economic Empowerment and Development Strategies (NEEDS), which is in the Nigerian government’s strategy for poverty reduction, recognizes education as a potent tool and formidable instrument to drive home the goal of NEEDS, which is aimed at the transformation of the entire Nigerian educational policy. Thus, NEEDS’ goals of wealth creation, employment generation, poverty reduction and value re-orientation can only be effectively pursued; attained and sustained through an educational system that is efficient and functional with adequate funding (United Nations Educational, Scientific and Cultural Organization, 2008).

The demand for educational needs to invest in human capital, decay in human and material resources in Nigeria, poor funding contributed to poor teacher quality, poor academic performance, low rate in infrastructure, poor staff performance, need for funding of tertiary institutions, funding short falls, inadequate funding to maintain performance in teaching, research, need to seek to supplement funding through other means. Over the years’ problem of underfunding has generated problems between Academic Staff Union of University (ASUU). Worried by this developmental challenges the government established Tertiary Education Trust Fund (TETFund) by act of 2011 with view to fund education in federal and state tertiary educations specifically for the provision or maintenance of essential physical infrastructure for teaching and learning, institutional material and equipment, research, publications, 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 in the country, Ahmed (2007). Unfortunately, the huge amount of money sunk in the sector over the years to ensure steady development in the education sector in Nigeria, much is left to be desired.

It is on the basis of this background that the study seeks to determine the perception of staff on Tertiary Education Trust Fund Intervention in Tertiary Institutions in Adamawa State, Nigeria.

Statement of the Problem

Educational development requires a substantial amount of budgetary allocation. Despite the creation of Tertiary Education Trust Fund, the tertiary institutions lagged behind in the area of staff training and development, physical infrastructure, modern facilities and academic research.

Funding of education in Nigerian higher institutions, according to Nnoli(2014), has been experiencing inadequacies in government budgetary allocation. However, Onyeizugbe, Obiageli and Gbodo (2016) stated that shortage in budgetary allocation as challenges to Tertiary Education Trust Fund had on several occasion invested in education development and quality delivery, in term of funding in physical infrastructure, staff training and development, information and communication technology application training, workshop and conference in Nigeria.

In achieving these, TET Fund had put a lot in the development of education most especially, in the tertiary institution. It’s on the basics of these that the researcher decided to carry out the study with the aim of identifying the perception of staff on Tertiary Education Trust Fund Intervention in Tertiary Institutions in Adamawa State, Nigeria. Particularly among Federal College of Education and Adamawa State Polytechnic, Yola.

Research Questions

The following research questions guided the study.

1. What is the difference between the perception of Academic and Non-Academic staff on the impact of TET Fund intervention on staff training and development in Federal College of Education, Yola, and Adamawa State Polytechnic, Yola?
2. What is the perception of academic and non-academic staff on the impact of TET Fund intervention on provision of physical infrastructure in Federal College of Education and Adamawa State Polytechnic, Yola?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.
1. **H₀₁**: There is no significant difference between the mean response of academic and nonacademic staff on the impact of TET Fund intervention on staff training and development in Federal College of Education and Adamawa State Polytechnic Yola.

2. **H₀₂**: There is no significant difference between the mean response of academic and nonacademic staff on the impact of TET Fund intervention in the provision of physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola.

**Methodology**

The descriptive research design was adopted for the study. The area of the study was Adamawa State. The population of the study was drawn from two (2) tertiary institutions in Adamawa State namely: Adamawa State Polytechnic, Yola and Federal College of Education, Yola. The target population of the study was 1389 consisting of 746 academic staff and 643 non-academic staff, the population is made up of all academic and non-academic staff in the 2019/2020 academic session. The sample size of the study was 311; the sample was derived using Taro Yamane (1964) formula. A simple random sampling technique was used to get 66 academic staff and 58 non-academic staff from Federal College of Education, Yola and same was used to get 120 academic and 67 non-academic staff from Adamawa State Polytechnic, Yola. The instrument for data collection for this study was a structured questionnaire. According to Kerlinger in Bala (2019) questionnaire is the best instrument to gather data about the respondents’ feelings, ideas, emotions and perceptions. The instrument was designed using a four-point rating scale of Strongly Agree (SA) with 4 points, Agree (A) with 3 points, and Disagree (D) with 2 points, and Strongly Disagree (SD) with 1 point. Cronbach Alpha method was used to determine the internal consistency of the instrument to determine the reliability of the instrument, the result gave reliability coefficient of 0.86, Olayiwola (2010) stated that a reliability estimate of 0.60 and above was high and the instrument was reliable. Mean and standard deviation were used to answer the research questions. Weighted mean of 2.50 and above were considered as Agree, while weighted mean of 2.49 and below were regarded as Disagree in respect of research questions and t-test was used to test the null hypotheses at 0.05 level of significance. In the test of hypotheses, no significant difference was retained when the observed probability value was equal or greater than 0.05 level of significance. Where the calculated probability value less was than 0.05, the null hypothesis was not retained.

**Results**

**Research Question One:** What is the difference between the perception of Academic and Non-Academic staff on the impact of TET Fund intervention on staff training and development in Federal College of Education, Yola, and Adamawa State Polytechnic, Yola?

To answer research question one, the responses obtained from respondents were analysed, using mean and standard deviation as shown in Table 1

**Discussion**

**Table 1.** Mean and Standard Deviation of Responses on the difference between the perception of Academic and Non-Academic staff on the impact of TET Fund Intervention on Staff Training and Development in Federal College of Education and Adamawa State Polytechnic Yola.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items/Statements</th>
<th>× A</th>
<th>× NA</th>
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<th>SD</th>
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<tbody>
<tr>
<td>1</td>
<td>TET Fund provides funds for scholarship to all eligible staff in the institutions within and outside the country</td>
<td>2.90</td>
<td>2.40</td>
<td>2.65</td>
<td>0.83</td>
<td>Agree</td>
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TET Fund funding to the institution in training is not something to talk of  

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<td></td>
<td>2.91</td>
<td>2.31</td>
<td>2.61</td>
<td>0.81</td>
<td>Agree</td>
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TET Fund funding to the institution has proved quality delivery of teachers  

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<td></td>
<td>2.90</td>
<td>2.30</td>
<td>2.60</td>
<td>0.87</td>
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TET Fund provides funding for conferences or workshops to all eligible staff in the institutions within and outside the country to improve professionalism and competency  

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<td></td>
<td>3.20</td>
<td>2.51</td>
<td>3.91</td>
<td>0.99</td>
<td>Agree</td>
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TET Fund provides funds for training and development to institutions have helped in educational development  

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<tr>
<td></td>
<td>3.10</td>
<td>2.60</td>
<td>2.85</td>
<td>0.91</td>
<td>Agree</td>
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Grand Weighted Mean  

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<tr>
<td></td>
<td>3.00</td>
<td>2.42</td>
<td>2.71</td>
<td>1.10</td>
<td>Agree</td>
</tr>
</tbody>
</table>


Data in Table 1 revealed the respondents mean difference between Academic (X A) and Non-Academic (X NA) rating the perception on the impact of TET Fund intervention on staff training and development in Federal College of Education and Adamawa State Polytechnic Yola.

The response to item one in the questionnaire which was on “TET Fund provides funds for scholarship to all eligible staff in the institutions within and outside the country” got a mean score of 2.65, and standard deviation stood at 0.83. Item two in the questionnaire which was on” TET Fund funding to the institution in training is not something to talk of” got a mean of 2.61, and a standard deviation at 0.81. Item three in the questionnaire which was on” TET Fund funding to the institution have proved quality delivery of teachers” got a mean of 2.60, and a standard deviation at 0.77 and Item four in the questionnaire which was on” TET Fund provides funding for conferences or workshops to all eligible staff in the institutions within and outside the country to improve professionalism and competency” got a mean of 3.91, and a standard deviation at 2.31, finally in Item five in the questionnaire which was on” TET Fund provides funds for training and development to institutions have helped in educational development” got a mean of 2.85, and a standard deviation at 0.60.

The data analysed in Table 1 revealed the perception of TET Fund intervention on the impact of staff training and development in Federal College of Education and Adamawa State Polytechnic Yola, with a grand weighted mean = 2.71, standard deviation = 1.10.

Research Question two: What is the perception of academic and non-academic staff on the impact of TETFund intervention on provision of physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola?

To answer research question two, the responses obtained from respondents were analysed, using mean and standard deviation as shown in Table 2.

Table 2. Mean and Standard Deviation of Responses on the Perception of TET Fund Intervention on Provision of Physical Infrastructure in Federal College of Education and Adamawa State Polytechnic Yola.

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<tr>
<td>N=298</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>S/N</td>
<td>Items/Statements</td>
<td>X A</td>
<td>X NA</td>
<td>X</td>
<td>SD</td>
</tr>
</tbody>
</table>


6. TET Fund has made ICT and laboratory equipment available to the institution that helped to improve the academic performance of the students

7. TET Fund has made reasonable books available for teaching and learning to take place in the institutions

8. TET Fund has made reasonable facilities available for teaching and learning to take place in the institutions

9. TET Fund has made enough equipment available for teaching and learning to take place in the institutions

10. Your institution has made collaboration with other sister institutions in the country and around the world

11. Facilities provided by TET Fund to the institutions so far are commendable

**Grand Weighted Mean**

Data in Table 2 revealed the respondents mean Academic (X A) and Non-Academic (X NA) rating the perception of TET Fund intervention on provision of physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola.

The response to item six in the questionnaire which was on “TET Fund has made ICT and laboratory equipment available to the institution that helped to improve the academic performance of the students” got a mean score of 3.12, and standard deviation stood at 0.60. Item seven in the questionnaire which was on “TET Fund has made reasonable books available for teaching and learning to take place in the institutions” got a mean of 3.05, and a standard deviation at 0.67. Item eight in the questionnaire which was on “TET Fund has made reasonable facilities available for teaching and learning to take place in the institutions” got a mean of 3.07, and a standard deviation at 0.69. Item nine in the questionnaire which was on “TET Fund has made enough equipment available for teaching and learning to take place in the institutions” got a mean of 2.88, and a standard deviation at 0.68, item ten in the questionnaire which was on “Your institution has made collaboration with other sister institutions in the country and around the world” got a mean of 2.84, and a standard deviation at 0.71 and in item eleven of the questionnaire got a mean =3.07 and SD=0.63.

The data analysed in Table 2. Revealed that the perception of TET Fund intervention on provision of physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola, with a grand weighted mean
Test for Research Hypotheses

The null hypotheses of the study were tested using t test to determine the significant perception of TET Fund intervention to staff training and development, physical infrastructure, modern facilities, and academic research in Federal College of Education and Adamawa State Polytechnic Yola. The null hypotheses were tested at 0.05 level of significance using SPSS.

**H₀₁**: There is no significant difference between the mean response of academic and non-academic staff on the impact of TET Fund intervention to staff training and development in Federal College of Education and Adamawa State Polytechnic Yola.

**H₀₂**: There is no significant difference between the mean response of academic and non-academic staff on the impact of TET Fund intervention to physical infrastructure and modern facilities in Federal College of Education and Adamawa State Polytechnic Yola.

**H₀₃**: There is no significant difference between the mean response of academic and non-academic staff on the impact of TET Fund intervention to academic research in Federal College of Education and Adamawa State Polytechnic Yola.

**Table 3**: t-test. Statistic of mean responses of academic and non-academic staff on the impact of TET Fund Intervention on Staff Training and Development

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-cal</th>
<th>Df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Staff</td>
<td>176</td>
<td>3.00</td>
<td>0.98</td>
<td>2.71</td>
<td>298</td>
<td>0.00</td>
</tr>
<tr>
<td>Non-Academic Staff</td>
<td>122</td>
<td>2.42</td>
<td>0.77</td>
<td></td>
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</tr>
</tbody>
</table>

Source: Field Survey, 2021

P<0.05

The data in Table 3 revealed that there was no significant difference in the mean responses of academic and non-academics staff on the impact of TET Fund intervention on staff training and development in Federal College of Education and Adamawa State Polytechnic Yola. Reason being that the P value of 0.00 is lower than 0.05 alpha level of significant, while the t calculated value of 2.71 is less than t critical value of 1.98 at df 298. The calculated mean score, and standard deviation value at 3.00; 0.98 and 2.42; 0.77 respectively.

**H₀₃**: There is no significant difference between the mean response of academic and non-academic staff on the impact of TET Fund intervention to academic research in Federal College of Education and Adamawa State Polytechnic Yola.

**Table 4**: t-test. Statistic of mean responses of academic and non-academic staff on the impact of TET Fund Intervention to Physical Infrastructure

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-cal</th>
<th>Df</th>
<th>p-value</th>
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<tbody>
<tr>
<td>Academic Staff</td>
<td>176</td>
<td>3.24</td>
<td>0.62</td>
<td>3.00</td>
<td>298</td>
<td>0.00</td>
</tr>
<tr>
<td>Non-Academic Staff</td>
<td>122</td>
<td>2.77</td>
<td>0.40</td>
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</table>

Source: Field Survey, 2021

P<0.05

The data in Table 4 revealed that there was no significant difference in the mean responses of academic and non-academics staff on the impact of TET Fund intervention to physical infrastructure and modern facilities in Federal College of Education and Adamawa State Polytechnic Yola. Reason being that the P value of 0.00 is lower than 0.05 alpha level of significant, while the t calculated value of 0.35 is less than t critical value of 1.98 at df 298. The calculated mean score, and standard deviation value at 3.24; 0.62 and 2.77; 0.40 respectively.

**Discussion**

Concerning research question one which sought to establish the difference between the impact of Academic and Non-Academic staff on the perception of TET Fund intervention on staff training and development in Federal College of Education, Yola, and Adamawa State Polytechnic, Yola, and null hypothesis (H₀₁) which shown that there is no significant difference between the mean response of academic and non-academic staff on the impact of

= 3.00, standard deviation = 1.32.
TET Fund intervention on staff training and development in Federal College of Education and Adamawa State Polytechnic Yola, indicating that the null hypothesis failed to retain. The data collected revealed that TET Fund intervention had positive perception on academic staff training and development in Federal College of Education and Adamawa State Polytechnic Yola, with Grand $\bar{X} = 2.71$, $SD = 1.10$ and $(P=0.00)$, the finding is in line with Amin, Babaita, Olowookere and Asiyo (2020) whose study revealed Project intervention, staff training and development intervention and library intervention were the activities executed in Kwara State Polytechnic, Kurama, Umar, and Idris (2019) whose study concluded that the level of utilization of TET Fund has impacted positively on the development of the selected Tertiary institutions in Maiduguri, Borno State, Zabbey and Leyira (2019) whose study revealed Tertiary trust fund depicted positive and significant relationship with staff training, Ezeali (2017) whose study revealed that results of the correlation tests indicate that TET Fund intervention on training and development has great impact on improved skills and development of the staff of tertiary institutions, and TET Fund sponsorship of academic staff to conferences and workshops has significant impact on research and academic growth in tertiary institutions, Onyeizugbe, Obiageli and Igodo (2016) who stated that there is positive significant relationship between TET Fund’s international training programmes and academic staff advancement/development in the Universities in Nigeria. Supported by Hamisu and Musa (2015) whose study established that TET Fund has immensely improved our tertiary institutions in terms of trained/qualified staff since its inception, the research shows that there is still need for improvement in that area of research.

Responses of research question two which sought to establish the perception of academic and non-academic staff on the impact of TETFund intervention on provision of physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola and a null hypothesis (Ho.2) which shown that there is no significant difference between the mean response of academic and non-academic staff impact of TET Fund intervention in the provision of physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola, indicating that the hypothesis failed to retain. The data collected revealed that the perception of TET Fund intervention had positive impact on academic staff on physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola, with Grand $\bar{X} = 3.00$, $SD = 1.32$ and $(P=0.00)$ and the result was in consonant with Abdulaziz , Olokooba , and Iyekolo (2020) whose study revealed that provision of infrastructure for effective teaching and learning is the major the fund intervention towards qualitative transformation of academic staff in Lagos State University was positive, Kurama, Umar, and Idris (2019) whose research concluded that the level of utilization of TETFund has impacted positively on the development of the selected Tertiary institutions in Maiduguri, Borno State, Victoria and Emmanuel (2014) who reveals that TET Fund has improved our tertiary institutions in terms of trained/qualified staffs with Abdulazi, Olokooba, and Iyekolo (2020) whose study revealed that the fund intervention towards academic staff impact of TET Fund intervention had positive impact on academic staff on physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola, that TET Fund intervention had positive impact on academic staff on physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola, that TET Fund intervention had positive impact on academic staff on provision of modern facilities in Federal College of Education and Adamawa State Polytechnic Yola, final that TET Fund intervention had positive impact on academic staff on academic research in Federal College of Education and Adamawa State Polytechnic Yola and other tertiary institutions in Nigeria.

Conclusion

Based on the findings of the study it was concluded that the perception of TET Fund intervention had positive impact on academic staff training and development in Federal College of Education and Adamawa State Polytechnic Yola, that TET Fund intervention had positive impact on academic staff on physical infrastructure in Federal College of Education and Adamawa State Polytechnic Yola, that TET Fund intervention had positive impact on academic staff on provision of modern facilities in Federal College of Education and Adamawa State Polytechnic Yola, final that TET Fund intervention had positive impact on academic staff on academic research in Federal College of Education and Adamawa State Polytechnic Yola and other tertiary institutions in Nigeria.

Recommendations

Based on the findings of the study, the following recommendations are made: -
1. Government through TET Fund should continue to provide training and development to the academic staff in order to equip them with the necessary skills and capacities.

2. Government through TET Fund should continue to provide physical infrastructure to the institutions in order to encourage, motivate and improve their standard.

3. Government through TET Fund should continue to provide modern facilities to both Academic and non-academic staff to improve their performances at work place.

4. The government through TET Fund should continue to provide research grants and easy the conditions for the academic communities to access and benefit in order to compete with the global researchers.

References


