



INFLUENCE OF TERTIARY EDUCATION TRUST FUND (TETFUND) IN INSTRUCTIONAL AND E LIBRARY UTILIZATION IN STATE POLYTECHNICS IN NORTH EAST NIGERIA

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Abstract

Tertiary Education Trust Fund (TETFund) is one of the intervention agencies of the government that established with the responsibility of seeing to the survival of the tertiary education system in Nigeria. In the face of human resource, economical and material inadequacies in the nation's tertiary institutions, the standard of teaching, learning, research and community development continually been threatened. To overlook and revamp the tertiary institutions the TET Fund initiatives were necessity. The present paper finds Provision of E-libraries, instructional material and their utilization by TETFund and their correlation on product quality (Academic performance) in polytechnics of North East Nigeria. The study results reveal a correlation between the quality of higher education and the utilization of e libraries and instructional materials.

Key words: e libraries, instructional materials, TET Funds, Quality, Academic performance polytechnics

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Introduction

Globally, polytechnic education across the world has witnessed tremendous challenges including poor accreditation of courses, disapproval of courses and programmed, low maintenance of minimum academic standards, poor monitoring of public and private polytechnics, lack of proper guidelines for setting up of polytechnics which has led to rampant establishment of illegal campuses. This has to a large extent hindered higher education development in Sub-Saharan African countries such as South Africa, Madagascar, Malawi Mali, Mauritania, Namibia and Niger among others. Nigeria is not exempted from this ugly trend. In fact, the issue of graduate employability orchestrated by poor academic performance and lack of quality assurance in higher institutions has become a major source of concern to

educational stakeholders in Nigeria (Agha and Udu, 2016).

The overall goal of Nigerian tertiary education is the production of community of Nigerians that are highly skilled and who will be well prepared for the world of Work, Sustainable national development and global competitiveness in terms of expertise. However, deep concern has been expressed over the years about the adequacy of the institution of higher learning in the preparation of graduates for the world of work and for global competitiveness. In Nigeria, the demand for popular education is so high because education is not only an investment in human capital, but also a pre-requisite as well as a correlate for economic development (Nagbe and Micah, 2019), the belief that education is an engine of growth rests on the quantity and quality of education in any country. The National policy on



Education (2004) explicitly states that education is a government affair in which free education is to be provided by the government at all levels when and practicable. The public sector is the major provider and financier of education in Nigeria since it took over most of the schools in the country from primary to tertiary level in the mid-70s. Thus, education has remained one of the most challenging of the seven - point Agenda enunciated by the Late Umaru Yar'Adua administration on assumption of office in 2007. The administration met an education sector that was in comatose. In spite of the reforms, at best half-hearted, which were carried out by the immediate past government, there was really nothing on ground to inspire confidence in that very vital segment of our national economy (Nwosu, 2009).

Need and significance

The Tertiary Education Trust Fund (TETFund) as one of the intervention agencies of the government that established with the

responsibility of seeing to the survival of the tertiary education system. In the face of human, financial and material inadequacies in the nation's tertiary institutions, the standard of teaching, learning, research and community development continually been threatened. As such, in order to redeem the image or lost glory of these institutions, monitoring agencies employed to intervene and revamp the tertiary institutions position and put the nation on the path of development.

Tertiary Education Trust Fund (TETFund) under the TET Fund Act 2011 is charged with the responsibility of managing, disbursing and monitoring the education tax to government owned tertiary institutions in Nigeria. It is an education intervention agency of the federal government. The mandate of the TET Fund under the TET Fund Act, 2011 is to improve staff productivity and standards of tertiary institutions through provision of basic infrastructural and library facilities to encourage excellent environment for teaching and learning,

OBJECTIVES

1. Provision of E-libraries by TETFund on product quality (Academic performance) in polytechnics of North East Nigeria
2. Provision of instructional materials by TETFund on product quality (Academic performance) in polytechnics of North East Nigeria.
3. To find out level responses of students regarding E-libraries utilization by students in polytechnics of North East Nigeria
4. To find out level of responses of students regarding instructional materials utilizations by students in polytechnics of North East Nigeria
5. The Provision of E-libraries by TET Fund does not have significant Correlation on product quality (academic performance) in polytechnics of North East Nigeria
6. The Provision of instructional materials by TET Fund does not have significant correlation on product quality (academic performance) in polytechnics of North East Nigeria



METHODOLOGY

The method adopted for the present study is descriptive survey method

SAMPLE OF THE STUDY

The sample of this study covers a specified number of identified number 390 learners and 180 teachers in state polytechnic. The sampling technique used is stratified random sampling technique.

TOOLS USED

Utilization of TET Fund Intervention Questionnaire (UTIQ-A) for Academic Staff.

Utilization of TET Fund Intervention Questionnaire (UTIQ-S) for Students.

Analysis and Interpretation

Objective 1:

To find out level of E-libraries utilization by academic staff in polytechnics North East Geo-political zone in Nigeria

Table 1

Percentage of responses of academic staff regarding E-libraries utilization

| Statements | Very High Level | High Level | Moderate Level | Low Level | Very Low Level |
|--|-----------------|------------|----------------|-----------|----------------|
| Prepare lecture notes | 74.76 | 22.86 | 0.95 | 1.43 | 0 |
| Accomplish research task more quickly | 62.38 | 30 | 6.67 | 0.95 | 0 |
| Network with other experts in my field | 76.19 | 16.19 | 5.24 | 1.9 | 0.48 |
| Access variety of information on the same subject matter | 6.67 | 33.81 | 56.19 | 2.86 | 0.48 |
| Received current information in my field of study | 81.43 | 16.19 | 1.43 | 0.95 | 0 |

Regarding libraries utilization, 81.43% of academic staff responded "Very High Level" for the statement "Received current information in my field of study". It is followed by: "Network with other experts in my field" (76.19%); "Prepare lecture notes" (74.76%); "Accomplish research task more

quickly" (62.38%); "Access variety of information on the same subject matter" (6.67%).

33.81% of academic staff responded "High Level" for the statement "Access variety of information on the same subject matter". It is



followed by: "Accomplish research task more quickly" (30%); "Prepare lecture notes " (22.86%); "Network with other experts in my field" (16.19%); "Received current information in my field of study" (16.19%).

56.19% of academic staff responded "Moderate Level" for the statement "Access variety of information on the same subject matter". It is followed by: "Accomplish research task more quickly" (6.67%); "Network with other experts in my field" (5.24%); "Received current information in my field of study" (1.43%); "Prepare lecture notes " (0.95%).

2.86% of academic staff responded "Low Level" for the statement "Access variety of information on the same subject matter". It is followed by: "Network with other experts in my field" (1.9%); "Prepare lecture notes " (1.43%); "Accomplish research task more quickly" (0.95%); "Received current information in my field of study" (0.95%).

0.48% of academic staff responded "Very Low Level" for the statement "Network with other experts in my field". It is followed by: "Access variety of information on the same subject matter" (0.48%); "Prepare lecture notes " (0%); "Accomplish research task more quickly" (0%); "Received current information in my field of study" (0%).

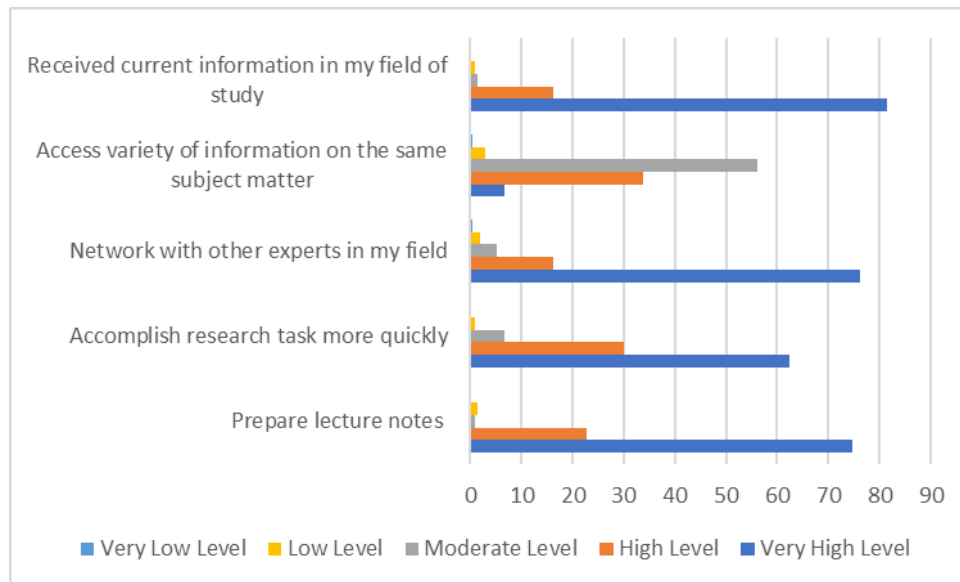


Figure 1: Percentage of responses of academic staff regarding libraries utilization

Objective 2:

To find out level of instructional materials utilizations by academic staff in polytechnics North East Geo-political zone in Nigeria



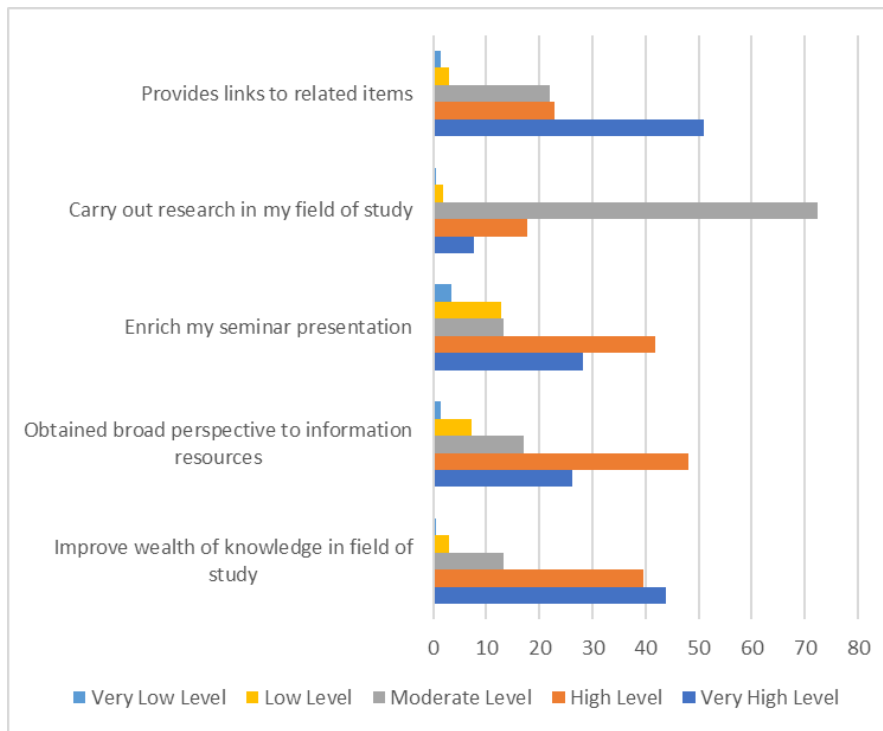


Figure 2: Percentage of responses of academic staff regarding instructional materials utilization

Table 2

Percentage of responses of academic staff regarding instructional materials utilization

| Statements | Very High Level | High Level | Moderate Level | Low Level | Very Low Level |
|---|-----------------|------------|----------------|-----------|----------------|
| Improve wealth of knowledge in field of study | 43.81 | 39.52 | 13.33 | 2.86 | 0.48 |
| Obtained broad perspective to information resources | 26.19 | 48.1 | 17.14 | 7.14 | 1.43 |
| Enrich my seminar presentation | 28.1 | 41.9 | 13.33 | 12.86 | 3.33 |
| Carry out research in my field of study | 7.62 | 17.62 | 72.38 | 1.9 | 0.48 |
| Provides links to related items | 50.95 | 22.86 | 21.9 | 2.86 | 1.43 |



Regarding instructional materials utilization, 50.95% of academic staff responded "Very High Level" for the statement "Provides links to related items". It is followed by: "Improve wealth of knowledge in field of study" (43.81%); "Enrich my seminar presentation" (28.1%); "Obtained broad perspective to information resources" (26.19%); "Carry out research in my field of study" (7.62%).

48.1% of academic staff responded "High Level" for the statement "Obtained broad perspective to information resources". It is followed by: "Enrich my seminar presentation" (41.9%); "Improve wealth of knowledge in field of study" (39.52%); "Provides links to related items" (22.86%); "Carry out research in my field of study" (17.62%).

72.38% of academic staff responded "Moderate Level" for the statement "Carry out research in my field of study". It is followed by: "Provides links to related items"

(21.9%); "Obtained broad perspective to information resources" (17.14%); "Improve wealth of knowledge in field of study" (13.33%); "Enrich my seminar presentation" (13.33%).

12.86% of academic staff responded "Low Level" for the statement "Enrich my seminar presentation". It is followed by: "Obtained broad perspective to information resources" (7.14%); "Improve wealth of knowledge in field of study" (2.86%); "Provides links to related items" (2.86%); "Carry out research in my field of study" (1.9%).

3.33% of academic staff responded "Very Low Level" for the statement "Enrich my seminar presentation". It is followed by: "Obtained broad perspective to information resources" (1.43%); "Provides links to related items" (1.43%); "Carry out research in my field of study" (0.48%); "Improve wealth of knowledge in field of study" (0.48%).

Objective 3:

To find out level responses of students regarding E-libraries utilization by students in polytechnics North East Geo-political zone in Nigeria

Table 3

Percentage of responses of students regarding E- libraries utilisation

| Statements | Very High Level | High Level | Moderate Level | Low Level | Very Low Level |
|--|-----------------|------------|----------------|-----------|----------------|
| Prepare lecture notes | 67.14 | 12.86 | 13.33 | 5.24 | 1.43 |
| Accomplish research task more quickly | 3.33 | 30 | 59.05 | 4.29 | 3.33 |
| Network with other experts in my field | 28.1 | 32.86 | 20 | 7.62 | 11.43 |
| Access variety of information on the same subject matter | 22.86 | 39.52 | 17.14 | 9.52 | 10.95 |
| Received current information in my field of study | 55.24 | 20.48 | 11.9 | 2.38 | 10 |



Regarding libraries utilisation, 67.14% of students responded "Very High Level" for the statement "Prepare lecture notes ". It is followed by: "Received current information in my field of study" (55.24%); "Network with other experts in my field" (28.1%); "Access variety of information on the same subject matter" (22.86%); "Accomplish research task more quickly" (3.33%).

39.52% of students responded "High Level" for the statement "Access variety of information on the same subject matter". It is followed by: "Network with other experts in my field" (32.86%); "Accomplish research task more quickly" (30%); "Received current information in my field of study" (20.48%); "Prepare lecture notes " (12.86%).

59.05% of students responded "Moderate Level" for the statement "Accomplish research task more quickly". It is followed by: "Network with other experts in my field"

(20%); "Access variety of information on the same subject matter" (17.14%); "Prepare lecture notes " (13.33%); "Received current information in my field of study" (11.9%).

9.52% of students responded "Low Level" for the statement "Access variety of information on the same subject matter". It is followed by: "Network with other experts in my field" (7.62%); "Prepare lecture notes " (5.24%); "Accomplish research task more quickly" (4.29%); "Received current information in my field of study" (2.38%).

11.43% of students responded "Very Low Level" for the statement "Network with other experts in my field". It is followed by: "Access variety of information on the same subject matter" (10.95%); "Received current information in my field of study" (10%); "Accomplish research task more quickly" (3.33%); "Prepare lecture notes " (1.43%).

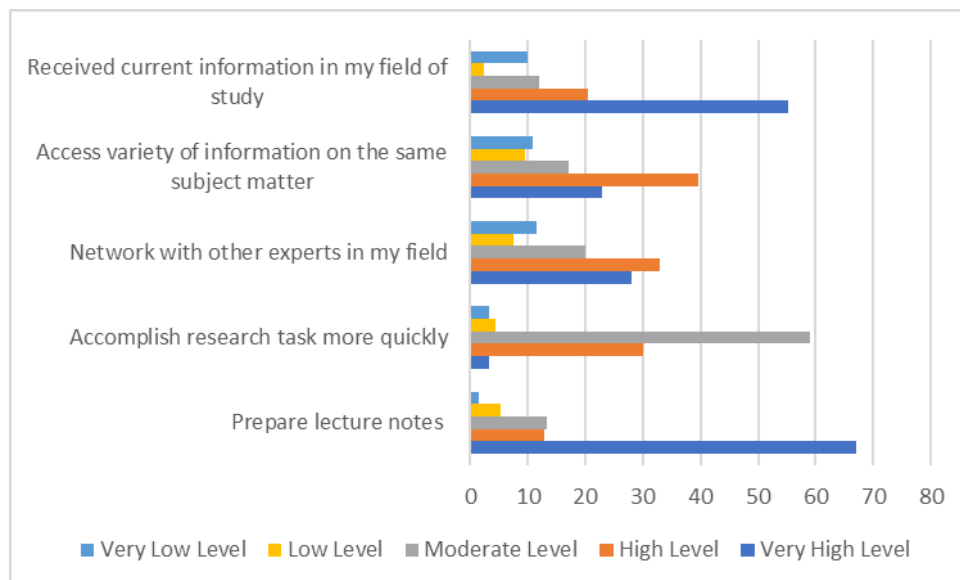


Figure 6: Percentage of responses of students regarding libraries utilisation



Objective 4:

To find out level of responses of students regarding instructional materials utilizations by students in polytechnics North East Geo-political zone in Nigeria

Table 4

Percentage of responses of students regarding instructional materials utilisation

| Statements | Very High Level | High Level | Moderate Level | Low Level | Very Low Level |
|---|-----------------|------------|----------------|-----------|----------------|
| Improve wealth of knowledge in field of study | 6.19 | 19.05 | 70 | 1.43 | 3.33 |
| Obtained broad perspective to information resources | 68.57 | 8.1 | 11.43 | 0.95 | 10.95 |
| Enrich my seminar presentation | 41.43 | 36.19 | 9.52 | 1.9 | 10.95 |
| Carry out research in my field of study | 40 | 11.9 | 29.05 | 8.1 | 10.95 |
| Provides links to related items | 55.71 | 19.05 | 10.95 | 3.81 | 10.48 |

Regarding instructional materials utilisation, 68.57% of students responded "Very High Level" for the statement "Obtained broad perspective to information resources". It is followed by: "Provides links to related items" (55.71%); "Enrich my seminar presentation" (41.43%); "Carry out research in my field of study" (40%); "Improve wealth of knowledge in field of study" (6.19%).

36.19% of students responded "High Level" for the statement "Enrich my seminar presentation". It is followed by: "Improve wealth of knowledge in field of study" (19.05%); "Provides links to related items" (19.05%); "Carry out research in my field of study" (11.9%); "Obtained broad perspective to information resources" (8.1%).

70% of students responded "Moderate Level" for the statement "Improve wealth of knowledge in field of study". It is followed by: "Carry out research in my field of study"

(29.05%); "Obtained broad perspective to information resources" (11.43%); "Provides links to related items" (10.95%); "Enrich my seminar presentation" (9.52%).

8.1% of students responded "Low Level" for the statement "Carry out research in my field of study". It is followed by: "Provides links to related items" (3.81%); "Enrich my seminar presentation" (1.9%); "Improve wealth of knowledge in field of study" (1.43%); "Obtained broad perspective to information resources" (0.95%).

10.95% of students responded "Very Low Level" for the statement "Obtained broad perspective to information resources". It is followed by: "Enrich my seminar presentation" (10.95%); "Carry out research in my field of study" (10.95%); "Provides links to related items" (10.48%); "Improve wealth of knowledge in field of study" (3.33%).



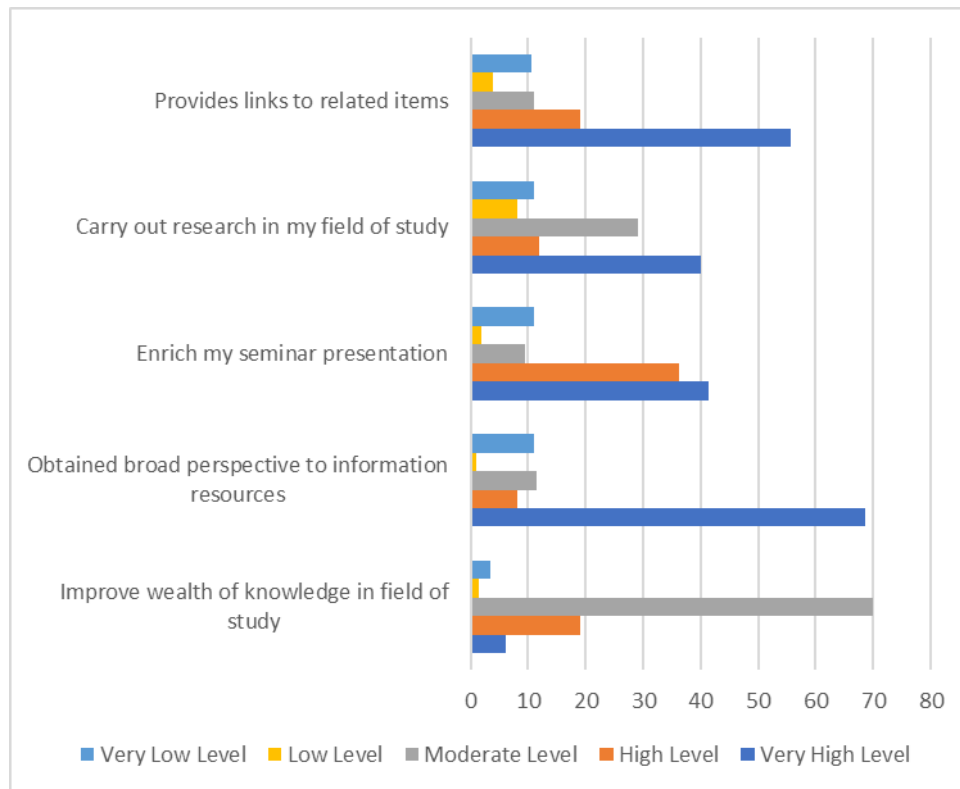


Figure 4: Percentage of responses of students regarding instructional materials utilisation

Objective 5

To find out correlation of Provision of E-libraries by TETFund on product quality (academic performance) in polytechnics North East Nigeria

Table 5

Correlation between Provision of E-libraries by TET Fund and Academic performance

| N | Coefficient of correlation (r) | T | Level of significance | SEr | 95% CI Lower | 95% CI Upper | Shared variance |
|-----|--------------------------------|-------|-----------------------|------|--------------|--------------|-----------------|
| 390 | 0.71 | 19.83 | 0.05 | 0.03 | 0.66 | 0.76 | 50.32 |

The calculated value of $r = 0.71$ and is significant at 0.05 level. ($r = 0.71$; $p < 0.05$). Hence it can be concluded that there is significant positive relationship between Provision of E-libraries by TET Fund and Academic performance. The value of shared variance is obtained as 50.32. This means that 50.32% of the variance in one variable can be explained by the other variable.



Tenability of hypothesis

The test of significance of relationship between Provision of E-libraries by TET Fund and Academic performance revealed that there is significant relationship between Provision of E-libraries by TET Fund and Academic performance. Hence the null hypothesis formulated in this context is rejected.

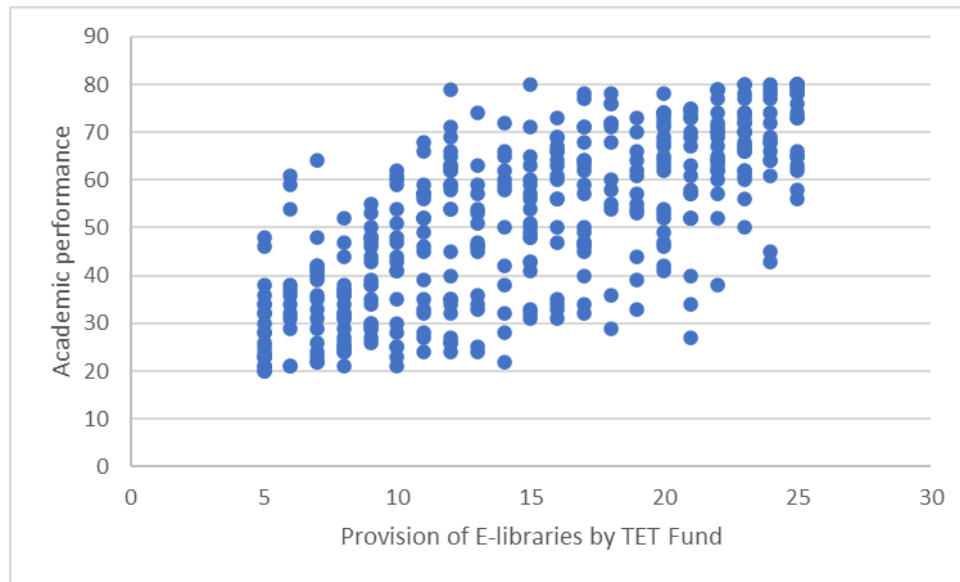


Figure 5: scatter plot of Provision of E-libraries by TET Fund and Academic performance

Objective 6

To find out correlation of Provision of instructional materials by TET Fund on product quality (academic performance) in polytechnics North East Nigeria

Table 6

Correlation between Provision of instructional materials by TET Fund and Academic performance

| N | Coefficient of correlation (r) | t | Level of significance | SEr | 95%CI Lower | 95%CI Upper | Shared variance |
|-----|--------------------------------|------|-----------------------|------|-------------|-------------|-----------------|
| 390 | 0.71 | 19.8 | 0.05 | 0.03 | 0.66 | 0.76 | 50.26 |

The calculated value of $r = 0.71$ and is significant at 0.05 level. ($r = 0.71$; $p < 0.05$). Hence it can be concluded that there is significant positive relationship between Provision of instructional materials by TET Fund and Academic performance. The value of shared variance is obtained as 50.26. This means that 50.26% of the variance in one variable can be explained by the other variable.



Tenability of hypothesis

The test of significance of relationship between Provision of instructional materials by TET Fund and Academic performance revealed that there is significant relationship between Provision of instructional materials by TET Fund and Academic performance. Hence the null hypothesis formulated in this context is rejected.

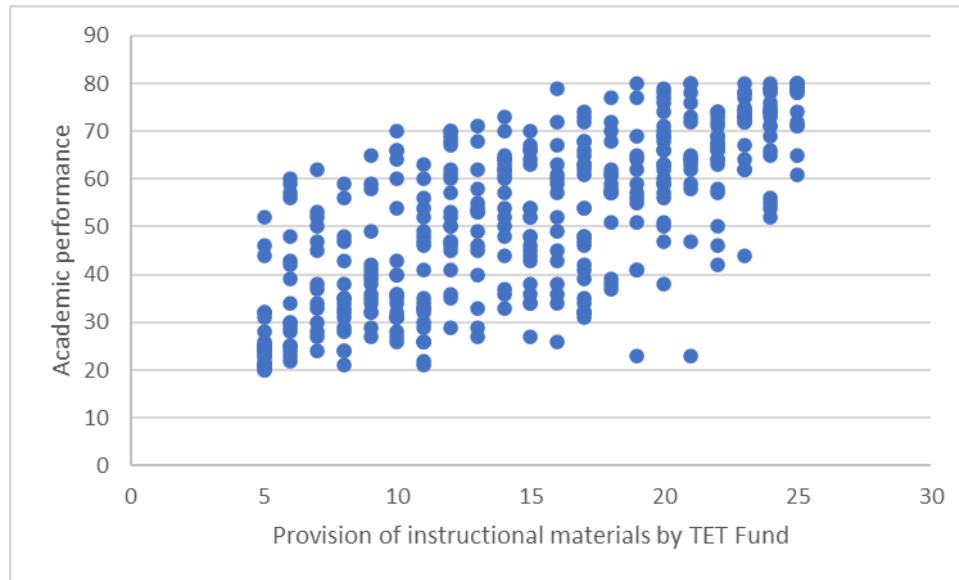


Figure 6: scatter plot of Provision of instructional materials by TET Fund and Academic performance

CONCLUSION:

The libraries usage and instructional material have increased the academic performance as found in the study. This is because the often neglected issues of knowledge transaction is addressed to a certain level through facilities and usage going hand in hand. The Tertiary trust fund for increasing the library facilities and in the creation of infrastructure to develop instructional material has led to the overall usage of library facilities of polytechnics students and teachers there by increasing the efficiency of education.

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