



Assessing the Level of Tertiary Education Trust Fund (TETFund) Provision of Instructional Materials/Equipment in University of Calabar, between 2016 – 2022

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Received January, 2025, Accepted February, Published March, 2025

Abstract

The purpose of the study is to assess Tertiary Education Trust Fund (TETFund) interventions in the provision of instructional materials/equipment in University of Calabar between 2016-2022. To achieve this, a research question was posed to guide the study. The descriptive research design was adopted for the study. The population of the study comprised 392 respondents of which 390 are lecturers and 2 from the Directorate of Academic Planning. The simple random sampling technique was adopted to select 10 faculties from 20 faculties in the University of Calabar and the purposive sampling technique was used to select 39 lecturers each from the 10 faculties and 2 staff from the Directorate of Academic Planning. A 6-item questionnaire, ATETFPIQ was developed by the researchers and used for data collection. Data generated were analyzed with SPSS and Microsoft office excels (2010). The results were interpreted in frequencies and simple percentages. The result obtained from the analysis revealed that TETFund provision of instructional material/equipment in University of Calabar between 2016 – 2022 is to a great extent significant. Based on the findings, recommendations were made, among which is, TETFund as an intervening agency should sustain its funding for the provision of instructional material/equipment within the institution.

Keywords: *TETFund Intervention, provision, instructional material, University, ASUU, Government.*

Introduction

The provision of requisite instructional materials and equipment in the various programmes of tertiary institutions is indispensable in the implementation of every programme curriculum. However, in Nigeria these materials are grossly inadequate and where available not accessible. This is one of factors that calls for the establishment and intervention of Tertiary Education Trust Fund (TETFund) in critical areas in the Nigerian tertiary institutions. Given that TETFund intervention complements in no small measure the effort of other relevant stakeholders in the education sector, it

is pertinent that the activities of the Fund in different areas across tertiary institutions in Nigeria be looked into with a view to ascertaining the impact of their interventions in these institutions (Opoh, Nwafor, Adams & Ekpoto, 2024c). Being indispensable, Eya (2004) noted that instructional materials stimulate teachers' interest, help both the teachers and learners in the teaching-learning theatre. The invaluable nature of instructional materials to the teaching and learning process connotes that it cannot be separated from classroom teaching; otherwise, it could paralyse the entire system or process when neglected (Nwafor et al. 2024; Ekpoto & Bassey, 2018; Opoh, Ekpoto & Abuh, 2025).

Instructional materials and improved academic staff job performance were seen as siamese twins by Adeniyi (2008) who noted that there is a general decrease in efficiency and performance of academic staff in universities, because of dearth of funds and intervention to acquire instructional materials. In support of this, Agha (2014) and Udu and Nkwede (2014) revealed that in spite of the TETFund intervention, Nigerian tertiary institutions still lack funds necessary to upgrade the institutions to international standard in the aspect of teaching materials and facilities. They concluded that if priority can be given to instructional materials, academic staff job performance will be improved.

Instructional materials are planned to improve instructions and for effective teaching and learning (Opoh, Unimke & Mgba, 2024a; Nwafor et al., 2024). A study by Zabbey and Leyira (2019), investigated the relationship between tertiary education trust fund and development of tertiary institutions in Nigeria from 2009 – 2017. The research adopted ex-post-facto research design. The study used relevant cross sectional secondary data obtained from TETFund websites, National Bureau of Statistics and Central Bank of Nigeria. Data was analyzed using basic descriptive statistics, Pearson product moment correlation and simple regression model. The findings revealed mixed results. Among others, the findings disclosed that tertiary trust fund depicted positive and significant relationship with staff training. The recommendations made were that more funds should be allocated with proactive monitoring team for transformation of inadequate and sustainable project facilities within the university system. This is with a view to

addressing the challenges of underfunding and enhancing effective development. It equally suggests that for the intervention agency to achieve meaningfully, fund allocations should align with modern research and publications needs in tertiary institutions in Nigeria.

Abdulaziz and Isiaka (2020) examined Tertiary Education Trust Fund intervention on academic staff capacity building in Lagos State University, Nigeria. The population for the study was all academic staff of Lagos state University. The findings of the study revealed that the fund intervention in Lagos State University for academic staff capacity building was major priority. The study recommended that the fund should eliminate the level of bureaucratic bottlenecks often associated with accessing approved funds. It further noted that since university education is cost effective, donor agencies and philanthropic individuals and groups, should assist governments in funding tertiary education in the country.

A study by Aina and Olorunsola (2023) assessed TETFund interventions and academic staff job performance in public universities in Southwest, Nigeria. They took the provision, adequacy and accessibility to physical infrastructure and instructional material by academic staff in public universities into consideration. Descriptive survey research design was adopted for the study and the population consisted of 11864 Nigeria public universities academic staff. Nine hundred and twenty-seven (927) lecturers, including Heads of Departments (HODs) formed the sample. Hypotheses were tested at 0.05 level of significance and it was concluded that there was a positive significant relationship between physical infrastructure, instructional materials and academic staff job performance. The study recommended that adequate physical infrastructure and instructional materials should be provided; since this duo contribute significantly to the quality of teaching and research engagements in the university system. The federal government should also increase the percentage of revenue allocated to TETFund for procuring more instructional materials and execution of more infrastructural projects which should be enough to accommodate the students' enrolment in Nigeria public universities.

A related study by Anorue and Ikediugwu (2021) examined TETFund policy on essential physical infrastructure and instructional materials and equipment in South East, Nigeria. The purpose of the study was to assess the Tertiary Education Trust Fund policy implementation for universities' improvement in the South – East of Nigeria. The study was guided by four research questions which were converted to hypotheses. A descriptive survey design was used for the study. The population used for the study was 765 staff of the federal and state public universities in South-East, Nigeria. There was no sampling since the number of Heads of Departments, Deans of Faculties, and TETFund Committees of the Universities was manageable, the entire population was studied. Assessment of TETFund Policy implementations for universities improvement questionnaire was used as instrument for data collection. A checklist was used to really ascertain the authenticity of the data provided by the respondents. Data were analyzed using Mean and Standard Deviation to answer the research questions and ANOVA was used to test the hypotheses at 0.05 level of significance.

The findings from the results revealed that the extent to which TETFund has implemented policy on provisions of essential physical infrastructure for teaching and learning for the universities improvement in Southeast, Nigeria is low and there is significant difference in the mean ratings of the opinion of the respondents. The findings also revealed that the extent to which TETFund has implemented the policies on the provisions of instructional materials and equipment for teaching and learning is low, and there is no significant difference in the mean ratings of the respondent opinion on the result. Recommendations were made which includes: TETFund should diversify its provisions of essential physical infrastructure to cover other areas like provision of administrative blocks, water resource, hostel accommodation, staff quarters and others. TET Fund board of directors should improve to a large extent its policies on the provision of instructional materials and equipment especially in providing items like laboratory apparatuses, personal computers, lap top computers to staff, among others.

In a similar study by Okolo (2021), on Tertiary Education Trust Fund (TETFund) and Physical Infrastructure Development in tertiary institutions, the study examined the effect of

Tertiary Education Trust Fund intervention on infrastructural development in tertiary institution in Bauchi State. The study utilized both primary and secondary method of data collection. The study adopted descriptive research design to present data, inferential Statistics was used to analyze the data, while content analysis was used to analyse the secondary data. Weighed Mean score was used to validate the research propositions using the decision rule of 3.00. Findings from the study revealed that the state of physical infrastructure in Federal Polytechnics before the TETFund intervention were inadequate and dysfunctional. Findings from the study also show that, TETFund as an intervention agency has addressed some of the challenges of physical infrastructure in Federal Polytechnics.

The study recommended that, Government at different levels should be committed to educational development instead of leaving the whole weight to TETFund that is even a supporting agency. Emphasis should be on development and maintenance of physical infrastructure to avoid decay of critical infrastructure. The Federal Government should adopt full implementation of Public-Private Partnership policy to complement the effort of TETFund rather than completely depending on the agency to provide the entire physical infrastructure in the institutions. The Federal government should allocate adequate funds to enable TETFund complete the on-going projects and as well initiate new ones in order to increase access to education in the country. It also recommends that the government should review the current 2% company tax. This is because the major source of funding available to the TETFund remains the 2% tax collected from the companies, the 2% tax from accessible profit of registered companies in Nigeria, which need to be reviewed to a range between 3% to 5% so as to provide enough funding for the agency to execute her major objectives.

Another study by Mahmud and Artik (2022) examined the influence of tertiary education trust fund (TETFund) instructional materials and e-library provision and their utilization in state polytechnics. The purpose of the study was to find out the extent to which the provision of e-libraries, instructional material by TETFund and their utilization by state polytechnics influence

product quality (Academic performance) in polytechnics in North East Nigeria. The method adopted for the study was descriptive survey method. The sample of this study covered a specified number of 390 learners and 180 teachers in state polytechnics. The sampling technique used was stratified random sampling technique. The study revealed that the utilization of e-libraries and instructional materials significantly influence the quality of higher education.

In a similar vein, Ibas and Uzoigwe (2022) studied Tertiary Education Trust Fund Intervention and Quality Assurance among Public Universities in Cross River State, Nigeria. The purpose of the study was to investigate Tertiary Education Trust Fund intervention and quality assurance among public Universities in Cross River State. Survey research design was adopted for the study with two research questions and two hypotheses formulated to guide the study. The sample was all 250 institutional administrators in the Universities. Data collected were analyzed using simple linear regression. Findings revealed that TETFund intervention allocations and TETFund research grants significantly predicted quality assurance in terms of staff training, project development and research/journal publications among academic staff in public universities in Cross River State, Nigeria. Based on the findings, it was recommended that more funds and modern research facilities should be made available with proactive monitoring team within the universities. This is to address the challenges of underfunding and related corrupt practices, as well as enhance quality assurance in Cross River State public universities.

The main objectives of the study by Fejoh and Adesanwo (2020), was to examine the impact of TETFund interventions on continuous provision of instructional materials and laboratory equipment in Olabisi Onabanjo University. The researchers used descriptive survey research design and qualitative data were collected using a questionnaire to elicit information from a total number of 250 respondents and population of 1,723 staff of the university. From the sample size, 128 were males while 122 were females. Data collected were analyzed using regression analysis to test all the hypotheses at 0.05 level of significance. Findings showed that TETFund interventions have significant impact on the availability of instructional materials and library equipment in Olabisi Onabanjo University. It was recommended that Federal Government should step up efforts to

ensure that tertiary institutions (federal and state owned) are adequately funded through TETFund and also do more in the area of human resource development for the research and academic growth of these institutions.

A study on “TETFund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki” carried out by Urdu and Kneed (2014) was to determine the impact of TETFund interventions in Nigeria Universities and its implications for sustainable development with emphasis on Ebonyi State University Abakaliki. Content analytical approach was adopted for the study. Data was collected using Documentary papers while literatures in the area of study were reviewed. The outcome of the study was that TETFund intervention in government owned tertiary institutions in Nigeria has positively affected the development of physical infrastructure which transformed to better job performance among academic and non-academic staff. Conversely, Bamiro and Adedeji (2010) reported a downward decline in the quality of teaching and research in Nigerian tertiary institutions due to inadequate teaching and research materials, coupled with overcrowded un-conducive teaching and learning environment.

The issue this seeks to solve is doing an assessment of TETFUND intervention in terms of provision of instructional materials from 2016-2022 in the University of Calabar.

Purpose of the study

The purpose of this study is to assess the level of TETFund provision of instructional material/equipment in the University of Calabar between 2016 - 2022.

Research question

The following research question guided the study:

What is the level of TETFund provision of instructional material/equipment in University of Calabar between 2016 - 2022?

Research design and methods

The research design adopted for this study is the descriptive survey design. This research design entails the collection of data to accurately and objectively describe existing phenomena as

precisely as possible (Isangedihi et al., 2004). In this design the researchers make a careful observation and a careful record of the situation on ground. This design was considered appropriate in this study because the study is designed to describe the extent to which TETFund objective of providing instructional materials/equipment have been implemented in Nigerian tertiary institution and the University of Calabar in particular.

The area of the study is University of Calabar, founded in the year 1975 and it is located in Calabar, an ancient city with a long tradition of culture and contact with western civilization. The geographical location of the university is between latitude 4.55° and 5.00° North of the Equator and longitude 8.18° to 8.30° East of the Greenwich Meridian. The population of the study comprised all 1954 academic staff from the 20 Faculties in the University of Calabar. The population consists of both male and female academics of different ranks and experiences. They are from different socio-economic background.

The purposive sampling technique was adopted to select 390 lecturers from 10 faculties. Precisely, 39 lecturers were drawn from each faculty, making 390 lecturers and two staffs were drawn from the office of the Director of Academic Planning to have a total of 392 respondents. A 6-item questionnaire was designed, validated by tests and measurement experts; tested for reliability using test-retest method and used to collect data for the study. The reliability index for ATETFPIQ was .79. Hence, it was considered reliable and used for the study.

Result and discussion

Research question

What is the level of TETFund provision of instructional material/equipment in University of Calabar between 2016 - 2022? To answer this research question, data collected through the Assessment of Tertiary Education Trust Fund Policy Implementation Questionnaire (ATETFPIQ) was used. The response from these items were categorised into: to a great extent, to some extent and very little extent. Item one revealed that TETFund provision of laptops, desktops computers have improved the quality of teaching and learning in my department with a mean score of 2.43, item two has a mean score of 3.76 which means that instructional materials provided by TETFund

to the university support teaching and learning to a great extent. Item three has a mean score of 2.36 which means that to a very little extent, TETFund provided computers, flow chart, still and motion pictures used for teaching and learning, and item four showed that to a large extent, most of the comfortable classroom desks, seats, workshops, ICT Laboratory among others in the university were made possible through the intervention by TETFund with a mean of 2.97. Item five has a mean score of 2.23 which means that, to a very little extent, teaching in the University of Calabar is student-centred because TETFund assisted with the required instructional materials. While item six has a mean score of 2.45 which means that to some extent, the instructional materials provided by TETFund in the University accommodate the new Core Curriculum Minimum Academic Standard (CCMAS) expansion. The six items have a cluster mean of 2.7. The implication is that TETFund provision of instructional material/equipment in University of Calabar between 2016 – 2022 is to a great extent significant.

Table 1: Level of TETFund provision of instructional material/equipment in university of Calabar between 2016 - 2022 (N=388)

S/N	Provision of instructional material/equipment	N	X	SD	Remarks
1	TETFund provide laptops, desktops computers that has improved the quality of teaching and learning in my department	388	2.43	1.32	To some extent
2	The instructional materials provided by TETFund to the university support teaching and learning	388	3.76	0.24	To a great extent
3	TETFund provided computers, flow chart, steel and motion picture used for teaching and learning	388	2.36	1.09	Very little extent
4	Most of the good classroom desks, seats, workshops, ICT Laboratory among others in university were made possible through the assistance of TETFund	388	2.97	0.81	To a great extent
5	Teaching in the university of Calabar is student-centred because TETFund assisted with the required instructional materials	388	2.23	0.98	Very little extent
6	The instructional materials provided by TETFund in the university accommodate the new CCMAS expansion	388	2.45	1.01	To some extent
	Cluster Mean		2.7	0.79	To a great extent

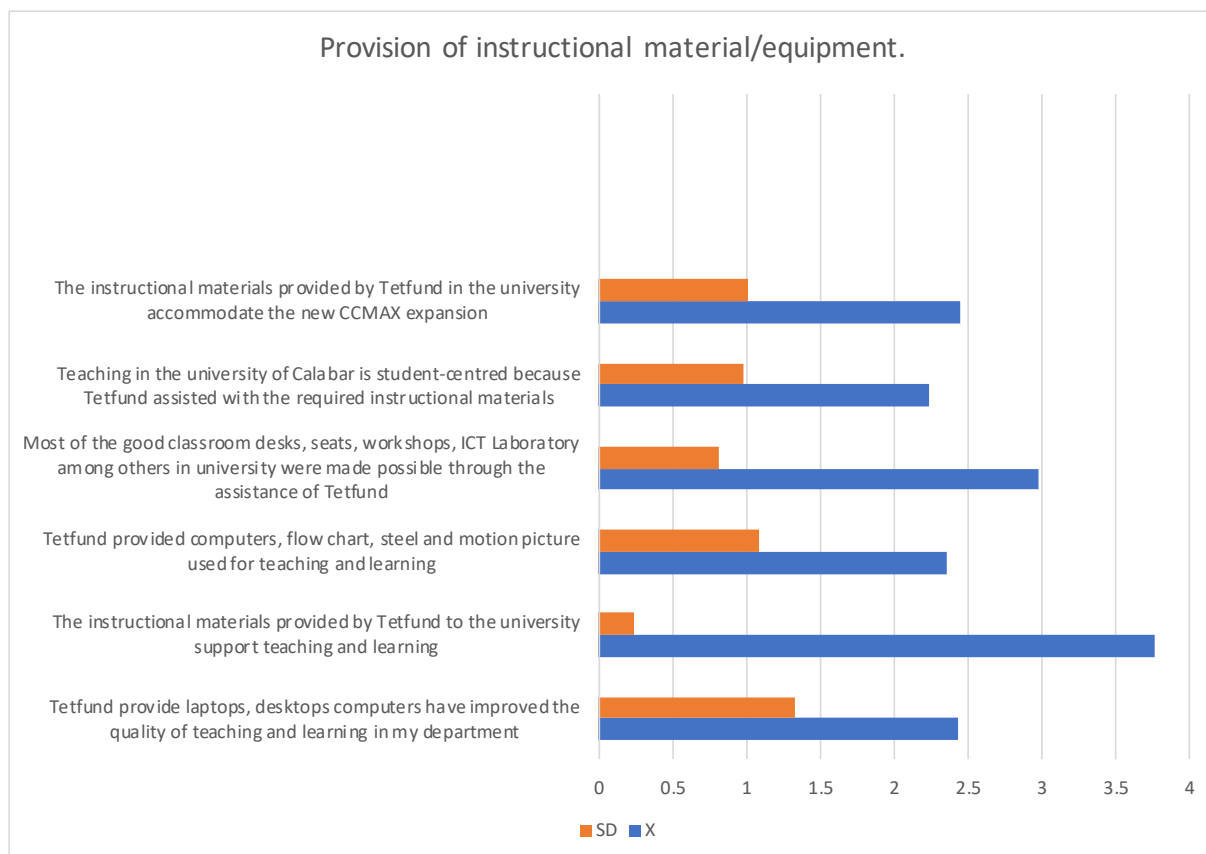


Figure 1: TETFund provision of instructional/equipment for teaching and learning between 2016-2022.

Discussion of findings

The analysis revealed that TETFund provision of laptops, desktops computers have improved the quality of teaching and learning in the university to a great extent, other items like still and motion picture used for teaching and learning, good classroom desks, seats, ICT Laboratory among others in university were made possible through the assistance of TETFund to a very little extent. The implication is that TETFund provision of instructional material/equipment in university of Calabar between 2016-2022 is to a great extent. The finding corroborated Bamiro and Adedeji (2010) earlier finding that there is a downward decline in the quality of teaching and research in Nigerian tertiary institutions due to inadequate teaching and research materials, coupled with overcrowded un-conducive teaching and learning environment.

This finding also agreed with Abdulaziz and Isiaka (2020) that provision of basic instructional aid for effective teaching and learning is the major fund intervention towards

qualitative transformation of the teaching environment in Lagos State University and fund intervention in that direction will build staff capacity to meet the challenge of the current educational trend. Contrary to the finding is the work of Abdulaziz et al. (2021) that provision of instructional materials for effective teaching and learning is the major TETFund intervention witness in the Lagos State University and the concentration of TETFund projects in terms of building, furniture, vehicles have impacted positively on the knowledge acquisition and human capital development in the institution.

Conclusion

Based on the findings of the study, it was concluded that Tertiary Education Trust Fund (TETFund) provision of instructional materials/equipment in University of Calabar between 2016 – 2022 was to a great extent significant.

Recommendation for policy directions

Based on the findings, the following recommendations were made:

1. That the available instructional materials/equipment should be made accessible to students and lecturers for effective teaching and learning.
2. That TETFund as an intervening agency should sustain its funding of provision of instructional material/equipment within the institution.
3. The university on its own should provide more instructional materials to be distributed to all departments and faculty to make teaching and learning more enjoyable.
4. Lecturers within the system should be trained on how to use these modern instructional materials, especially the digital technology components
5. The university should also make available other hard and soft components of the instructional materials-constant electricity, data, reagents and other necessities needed for effective teaching and learning.

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