



## ASSESSMENT OF THE IMPACT OF TETFUND ON MANAGEMENT OF BUSINESS TEACHER EDUCATION IN COLLEGES OF EDUCATION IN THE SOUTH EAST ZONE

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### **Abstract**

*This research focused on assessing the impact of TETFund on management of business teacher education in Colleges Education in the South East Zone of Nigeria. Two research questions were generated and two hypotheses were formulated to guide the study. The study adopted a survey research design. The population of the study comprised one hundred and thirty two (132) lecturers from the seven federal and state owned colleges of education in the South East zone. The whole population was studied because it is manageable. A four-point scale questionnaire was developed by the researcher to enable her collect data for the study. One hundred and thirty two (132) copies of the instrument were printed after validation and subsequently distributed to the one hundred and thirty two (132) respondents used for the study. All the one hundred and thirty two (132) were personally administered to the respondents, completed, retrieved by hand and were used in the analysis. The items with regards to the research questions were analyzed using mean and standard deviation while null hypotheses were tested at 0.05 level of significance using t-test statistics. The results showed that funding of business teacher education has improved and that there are inadequate maintenance of teaching and learning facilities. Based on the findings of the study, the researcher concluded that though TETFund has made and is still making positive impact in the funding of business teacher education yet many managers of business teacher education in colleges of education lack maintenance culture. The researchers therefore recommended among others that head of departments as resource managers should ensure proper utilization of available fund. They should have close contact with their chief executives and help access more TETFund for a better and effective implementation of business teacher education. Again they should avoid wastage and imbibe maintenance culture.*

### **Introduction**

Literature has shown that many departments of business teacher education in both federal and state owned institutions, lack adequate finance required to run the programme. In many institutions offering



business education programme, there are non-availability, non functionality, outdated and inadequacy of teaching facilities. This was confirmed by Iweh and Ufot (2012) where they noted that lack of adequate funding has resulted in poor or lack of necessary workshops, equipment, machines and other training facilities in Nigeria colleges of education.

Funding according to Nwosu and Ibe (2015) is the act of providing money or financial resources for a particular purpose on a continuous basis. It is a budgetary allocations that are readily available at a stated time by governments or institutions for the purpose of paying salaries, allowances and benefits, and the building and provision of educational infrastructures to aid teaching and learning (Samuel in Kulo, Effah and Okudare, 2014). Funding is the act of providing resources to finance a need, programme or project. Utoware and Kren-Ikidi (2014) asserts that the quantity and quality of learning resources to be provided to make a conducive learning environment is dependent on the volume of financial resource made available to the programme and also on the management of such resources. This was why Ademola (2014) added that since the sector has suffered financial and supervisory negligence over the decades, the result is that the heads of various departments are compelled to find financial solutions to enable the departments run. Since there is little or no supervision in the school, the heads end-up abusing what initially was meant to be sensitive.

Presently, through the assistance of Tertiary Education Trust Fund (TETFUND), more fund is being made available to institutions (both federal and state, urban and rural based) for the procurement of teaching equipment and other instructional materials. Ashogbon (2015) noted that the benefits derivable from this intervention fund to the national higher education system have been very massive. He further states that there is virtually any institution in the country that any one is today without seeing one or two impact of these interventions in very visible form. Despite the fact that TETFUND focused its major attention on vocational technical education which business education is an integral part of yet recent studies by Awodi in Nwaiwu, Dikeocha and Nwagu (2015), Anioke in Igboke and Okoro (2015) and Enyekit and Enyekit (2015) revealed that business education still lack teaching and learning equipment and other facilities needed for effective teaching and learning.

The modality for accessing TETFUND fund is that each institution decides on the project it wants to execute, then package and send to TETFUND before it can access the money. The question therefore is, does



it mean that the needs of business education in colleges of education are not recognized?

According to Babayo in Adamu (2014), ₦15.3b was released to vocational technical education in 2011. Bogoro in Otti (2014) also noted that TETFUND allocation to federal and state universities in the nation grew from ₦303m in 2010 to ₦912m in 2014. Allocation to polytechnics rose from one hundred and eighty three million (₦183m) in 2010 ₦661m in 2014, while that of colleges of education leapfrogged from ₦157M in 2010 ₦581m in 2014. This is about 48% increase compared to 2013 allocation. TETFund disbursement in the last two years shows that in 2018 disbursement to tertiary institutions was ₦133.84 billion. Universities had ₦66.93 billion, Polytechnics ₦32.37 billion, Colleges of Education got ₦32.65 billion while others had ₦1.89 billion (Kunle, 2019). Wale (2019) and Adedigba and Agbola, (2019) noted that in 2019 TETFund disbursed ₦208 billion to tertiary institutions. Each university received ₦826.6 million, polytechnics ₦566.7 million and colleges of education ₦542.2 million each. In spite of these, it is quite unfortunate to note that many departments of business education in colleges of education that should benefit from this fund have not really felt the impact of the fund. The areas the fund focused its attention are still areas affecting the effective implementation of business teacher education in many colleges of education. The above allocations can no more be claimed to be on paper because TETFUND projects are visible in many of the higher institutions of learning (both federal and state, urban and rural based institution). (Ashogbon,2015).

Since the endless talk on inadequate funding is not yielding positive result, strategies should be adopted by managers of business education in colleges of education to see how the available fund can be properly utilized in other to ensure that at least available facilities are maintained and effective teaching and learning takes place.

### **Statement of the Problem**

Many researchers have come up with results which revealed under-funding of business education programme. Business education, departments in Nigeria tertiary institutions are ill- equipped, ill-financed and their staff and students are not provided with adequate encouragement and incentives. But currently, research has also shown that tertiary institutions are benefiting immensely from Tertiary Education Trust Fund (TETFund). It was also revealed that vocational and technical education which houses business education benefits more from the fund



Nwaiwu, Dikeocha and Nwagu (2015). Yet no much impact have been recorded in the areas of procurement and maintenance of teaching and learning facilities. Owing to these, the researcher deemed it fit to assess the impact of TETFund on management of business teacher education in College of Education in South East Zone.

### **Method**

The descriptive survey research design was used for the study, the design was considered appropriate for the study because it permitted the use of questionnaire to elicit information from the respondents. According to Akuziulo and Agu (2003), survey design is one in which a group of people or items is studied by collecting and analyzing data from only few people or items considered to be representative of the entire group. The population of the study consists of one hundred and thirty two (132) business education lecturers in colleges of education in the South Eastern zone of Nigeria. The population was manageable therefore there was no need sampling. A structured questionnaire constructed by the researcher was the instrument used for data collection. The instrument was validated by two experts in science education and a specialist in Business Education both in Ebonyi State University. Test-retest measurement techniques was used to ascertain the internal consistency of the questionnaire items. To achieve these, the test was administered to twenty lecturers that are not part of the study. A co-efficient of 0.64 was obtained using Cronbach Alpha co-efficient technique.

The copies of the questionnaire were administered by the researcher, and all were retrieved and used for data analysis. Data collected were analyzed using mean statistics and standard deviation, t-test was used to test the hypotheses at alpha level of 0.05. A null hypotheses is accepted if the calculated t-value ( $t_{cal}$ ) is less than t-critical or t-table value at 0.5 level of significance. On the other hand, the null hypotheses is rejected if the calculated t-value is greater than the critical or t-table value at 0.05 level of significance.

**Research Question One:** What is the extent of improvement in the funding of business teacher education in Colleges of Education in South East zone?



Table 1: Mean Results of Lecturers on Extent of Improvement in Funding of Business Teacher Education.

S/ N	ITEM	VHE	HE	LE	VLE	$\bar{X}$	SD	Decision
1	Conferences/workshops now receive TET-Fund sponsorship.	102	4	19	7	3.52	0.92	Very high extent
2	Funds are made available for lecturer's in-service training.	48	59	15	10	3.09	1.06	High extent
3	Researches are now funded.	17	39	31	45	2.21	1.01	Low extent
4	More lecture halls had been constructed.	54	37	15	21	3.01	1.09	High extent
5	More lecture halls are being constructed.	37	57	26	12	2.90	1.23	High extent
6	Number of ICT facilities has increased.	16	28	36	52	2.06	1.05	Low extent
7	There is better maintenance of equipment/facilities.	12	11	12	97	1.53	0.98	Low extent
8	More funds are made available to HOD's by management of institutions.	21	35	42	34	2.32	1.06	Low extent
9	Teaching practice honorarium are promptly paid.	71	8	25	28	2.92	1.25	High extent
10	Students receive bursary allowances.	20	32	33	47	2.18	0.17	Low extent
11	Laboratories are better equipped.	16	30	37	49	2.09	1.04	Low extent
12	Generally vocational business education is receiving better funding through TET-Fund.	24	41	25	42	2.35	1.03	Low extent
<b>Grand mean</b>						<b>2.51</b>	<b>0.99</b>	<b>High extent</b>

Source: Field work, 2020.

The result in table 1 revealed that item 1 is in the boundary of 3.5-4.49, implying a very high extent. Items 2,4,5 and 9 is in the boundary of 2.5-3.49, implying a high extent while items 3,6,7,8,10,11 and 12 is in the boundary of 1.5-2.49, implying low extent. However, the grand mean of 2.51 is in the boundary of 2.5-3.49 implying that improvement on the funding of business teacher education is to a high extent. This means that the lecturers of business teacher education agreed that there is improvement in the funding of business teacher education.



**Research Question Two:** How adequate is the maintenance of teaching and learning facilities by heads of department of Business Teacher Education in South East zone?

**Table 2:** Mean Results of Lecturers on the Adequacy of the Maintenance of Teaching and Learning Facilities by Heads of Department.

S/N	ITEM	VA	A	IA	VIA	X	SD	Decision	
1	Available typewriters in your department.	31	44	35	22	2.63	1.02	Adequate	
2	Computers in your department.	33	45	24	30	2.61	1.04	Adequate	
3	Available laboratories in your department.	6	7	13	106	1.34	0.78	Inadequate	
4	Departmental library.	10	5	57	60	1.73	0.98	Inadequate	
5	Available offices for lecturers in your department.	35	44	25	28	2.65	0.96	Adequate	
6	Departmental model office.	9	9	11	103	1.42	0.89	Inadequate	
7	Lecture halls.	68	12	20	32	2.87	1.27	Adequate	
8	ICT equipment	4	9	9	110	1.29	0.72	Inadequate	
9	Available workshop space in your department.	5	10	12	105	1.35	0.78	Inadequate	
<b>Grand mean</b>							<b>1.49</b>	<b>0.70</b>	<b>Inadequate</b>

Source: Field Work, 2020.

The results in table 2 showed that items 1,2,5 and 7 is in the boundary of 2.5-3.49, implying that maintenance of teaching facilities by heads of departments are adequate while items 3,4,6,8 and 9 is in the boundary of 1.5-2.49, implying that maintenance of teaching facilities by heads of department are inadequate. However, the grand mean of 1.49 is in the boundary of 0.5-1.49, implying very inadequate. This means that the lecturers of business teacher education in colleges of education in South East Nigeria are of the opinion that there are no adequate maintenance of teaching and learning facilities by heads of department of business teacher education.

**HO<sub>1</sub>:** There is no significant difference in the mean ratings of business education lecturers in both federal and state owned colleges of education on the extent of improvement in the funding of business teacher education in colleges of education in South East, Nigeria.



**Table 3:** T-test Results of Lecturers on the Extent of Improvement in the Funding of Business Teacher Education. Based on Ownership of College of Education.

S/N	Variable	No	X	S.D	DF	T-cal	t-critical	Decision
1	Federal	85	3.85	0.58	130	6.39	1.960	Significant
	State	47	2.91	1.12				
2	Federal	85	1.40	0.72	130	3.76	1.960	Significant
	State	47	1.95	0.95				
3	Federal	85	1.24	0.63	130	7.82	1.960	Significant
	State	47	2.38	1.03				
4	Federal	85	2.98	1.10	130	0.38	1.960	Not significant
	State	47	3.06	1.09				
5	Federal	85	2.57	0.94	130	0.34	1.960	Not significant
	State	47	2.63	1.09				
6	Federal	85	1.05	0.32	130	9.71	1.960	Significant
	State	47	2.44	1.24				
7	Federal	85	1.07	0.40	130	9.26	1.960	Significant
	State	47	2.36	1.16				
8	Federal	85	1.07	0.40	130	8.66	1.960	Significant
	State	47	2.31	1.21				
9	Federal	85	3.47	1.01	130	8.25	1.960	Significant
	State	47	1.93	1.03				
10	Federal	85	1.07	0.40	130	6.05	1.960	Significant
	State	47	1.76	0.91				
11	Federal	85	1.98	0.98	130	1.65	1.960	Not significant
	State	47	2.29	1.12				
12	Federal	85	1.07	0.40	130	8.58	1.960	Significant
	State	47	2.34	1.25				
t-test value						6.39	1.960	Significant

**Source: Researcher’s Computation, 2020.**

The t-test value in table 3 is greater than the t-critical value (6.39>1.960), therefore  $H_{O1}$  is rejected. The result indicates that there is a significant difference in the mean ratings of lecturers in federal and state owned colleges of education on the extent of improvement in the funding of business teacher education in South East, Nigeria.

**$H_{O2}$ :** There is no significant difference in the mean rating of business education lecturers in federal and state-owned colleges of education on the adequacy of maintenance of teaching and learning facilities by heads of department of business teacher education in colleges of education in South East, Nigeria.



**Table 4:** T-test Results of Lecturers on the Adequacy of Maintenance of Teaching and Learning Facilities. Based on Ownership of College of Education

S/N	Variable	No	X	S.D	DF	t-cal	t-critical	Decision
1	Federal	85	2.56	1.07	130	1.20	1.960	Not significant
	State	47	2.34	0.93				
2	Federal	85	2.40	1.08	130	1.80	1.960	Not significant
	State	47	2.06	0.91				
3	Federal	85	1.07	0.40	130	6.04	1.960	Significant
	State	47	1.82	1.02				
4	Federal	85	2.25	1.04	130	1.31	1.960	Not significant
	State	47	2.02	0.89				
5	Federal	85	2.27	1.29	130	0.98	1.960	Not significant
	State	47	2.48	1.08				
6	Federal	85	1.07	0.40	130	7.22	1.960	Significant
	State	47	2.06	1.15				
7	Federal	85	3.36	1.10	130	6.82	1.960	Significant
	State	47	2.00	1.10				
8	Federal	85	1.07	0.40	130	5.23	1.960	Significant
	State	47	1.70	0.97				
9	Federal	85	1.07	0.40	130	6.45	1.960	Significant
	State	47	1.87	1.01				
<b>t-test value</b>						<b>4.11</b>	<b>1.960</b>	<b>Significant</b>

*Source: Researcher's Computation, 2020.*

The result of the t-test in table 4 revealed that the t-test value is greater than the t- critical value (4.11>1.960) as a result, H<sub>02</sub> is rejected. This means that there is a statistical significant difference in the mean ratings of lecturers in federal and state owned colleges of education on the level of maintenance of teaching and learning facilities by heads of department of business teacher education in colleges of education in South East, Nigeria.

### Discussion of Findings

The result of data analysis as presented in table 1 indicates that improvement in the funding of vocational business teacher education is presently to a high extent. The respondents were in agreement that conferences/workshops now receive TET-Fund sponsorship, funds are made available for lecturers' in-service training, more lecture halls had



been constructed, more lecture halls are being constructed and teaching practice honorarium are promptly paid. The overall items received a grand mean of 2.51 which is in the boundary of 2.5-3.49 implying a high extent. The result is in agreement with Ogunnwole (2015) who noted that the presence of tertiary education trust fund (TETFund) intervention fund is being felt by both federal and state institutions. According to Ogunnwole TETFund has donated buildings, modern library, trained ten thousand three hundred and three (10,303) academic and non-academic staff of the country's tertiary institutions between 2010-2014 and also play significant role in the funding of office equipment. Njoku (2015) also support the finding when she noted that through TETFund and other agencies set out by the Federal government, the educational system is improving in terms of infrastructure at the different levels.

Since evidence has shown that the funding of business teacher education has received improvement through tertiary education trust fund (TETFund) intervention fund, it will be therefore necessary for management of business teacher education in colleges of education to ensure that part of the fund meant for business teacher education department is channeled mostly to the procurement and maintenance of teaching and learning facilities. Udo (2014) imbibed the same view when he noted that there is need for the college management to cooperate and use the fund obtained appropriately so as to serve the purpose it was meant for.

On the test of hypothesis 1, the result of data analysis indicates that the overall t-test value of 6.39 is greater than t-critical value of 1.96. Hence  $H_{01}$  is rejected. This result means that there is a significant difference in mean ratings of lecturers in federal and state owned colleges of education on the extent of improvement in the funding of business teacher education in South East Nigeria.

The differences in the opinions of lecturers in the State and Federal Colleges of Education on extent of improvement in the funding of business teacher education could be attributed to lack of commitment in the funding of education by many state governments. This was confirmed by Barko and Duktur (2014) when they noted that state government that is supposed to finance education has turn to construction works alone without considering the state of affairs of the education sector talk less of business education that is practically based and demand more finance.

The result of data analysis as presented in table 1 revealed that maintenance of teaching and learning facilities by heads of department of business teacher education in colleges of education is inadequate. The respondents indicated that laboratories, departmental library, departmental



model office, ICT equipment and available workshop space are not adequately maintained. All the items in the table received a grand mean of 1.49 which is in the boundary of 0.5-1.49 implying very inadequate. This result is in agreement with Fuandai and Akolo in Barko and Duktur (2014) who states that teachers nowadays have not been improving those materials that were either available but not adequate. Nwaosa, Okwuokenye and Olannye (2013) added that in many colleges of education, lecture halls are dilapidated, even the available ones are poorly maintained, because of poor maintenance culture. This was why Miller, Crossdale, Ayemhenre and Mordi (2012) opined that management of facilities is not just about planning for procurement of new machines, equipment and other materials rather it also involves maintenance of existing equipment.

The result of data analysis in table 4 indicates that t-test values of 4.11 is greater than t- critical value of 1.96. Therefore  $H_{O2}$  is rejected. This means that there is a significant difference in mean ratings of lecturers in federal and state owned colleges of education on the adequacy of maintenance of teaching and learning facilities by heads of department of business teacher education in colleges of education in South East Nigeria. The difference in the opinion of lecturers in federal and state colleges of education could be as a result of internal factors peculiar to both federal and state owned colleges of education.

### **Conclusion**

Based on the result of the study, it was concluded that TETFund has made positive impact in the funding of business teacher education while teaching and learning facilities are not adequately managed and maintained by heads of department of business teacher education in colleges of education in the South East zone of Nigeria.

### **Recommendations**

1. Heads of departments as resource managers should ensure proper utilization of available fund.
2. Heads of business education departments as resource managers should avoid wastage and imbibe maintenance culture.
3. Heads of department of business teacher education should have close contact with their chief executives and help access more TETFund for a better and effective implementation of business teacher education.
4. Monitoring committee should be set up by management of institutions as to monitor how funds are managed and facilities are maintained by



various heads of department. This is because findings revealed that there is no adequate maintenance of facilities by heads of department.

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