

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

Summer 2-15-2020

## TERTIARY EDUCATION TRUST FUND (TETFUND) INTERVENTIONS AND CAPACITY BUILDING PROGRAMMES FOR LIBRARIANS IN UNIVERSITY IN SOUTH EAST NIGERIA

NWOGWUGWU NGOZI OGECHUKWU

*Nnamdi Azikiwe University Awka Nigeria, ogenwogwugwu@yahoo.com*

NWOGWUGWU CLIFFORD NGOZICHI

*NWAFOR ORIZU COLLEGE OF EDUCATION NSUGBE, ANAMBRA STATE, NIGERIA, ogenwogwugwu@yahoo.com*

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

---

OGECHUKWU, NWOGWUGWU NGOZI and NGOZICHI, NWOGWUGWU CLIFFORD, "TERTIARY EDUCATION TRUST FUND (TETFUND) INTERVENTIONS AND CAPACITY BUILDING PROGRAMMES FOR LIBRARIANS IN UNIVERSITY IN SOUTH EAST NIGERIA" (2020). *Library Philosophy and Practice (e-journal)*. 4030. <https://digitalcommons.unl.edu/libphilprac/4030>

# **TERTIARY EDUCATION TRUST FUND (TETFUND) INTERVENTIONS AND CAPACITY BUILDING PROGRAMMES FOR LIBRARIANS IN UNIVERSITY IN SOUTH EAST NIGERIA**

**Abstract:** For human resources to function effectively and efficiently, they need to have the requisite skills and abilities which could come by way of capacity building. Hence, this study examined Tertiary Education Trust Fund (TETFund) interventions and capacity building for librarians in public university libraries in South-East, Nigeria. The study adopted a descriptive survey research design. The population of the study was 180 respondents selected randomly from the ten public university libraries in South East, Nigeria and complete enumeration was adopted. The instrument for data collection was a self-designed structured questionnaire which was validated using face and content validity and the reliability was ascertained using Cronbach Alpha. The data was analysed with a combination of descriptive and inferential statistics. The hypotheses were tested using parametric Chi-square at 5% level of significance. The findings showed that TETFund intervention play a significant role in capacity building of librarians and that capacity building has significantly assisted librarians in discharging their duties in public universities in South-East, Nigeria. Sequel to this, it was recommended among other things that the number of librarians that gain from capacity building intervention of TETFund needs to be increased through increased funding by the agency.

**Keywords:** TETFund, Interventions, Capacity Building, Training and Development.

## **1. INTRODUCTION**

### **1.1 Background to the Study**

Universities are built so as to make sure that the society gets the desired human capital needed to run the economy. Hence, getting competent and skilled people that will drive the economy of nations depends heavily on the efficacy of the universities as one of the highest citadel of learning in most countries. This was corroborated by Ezeali (2017) who opines that tertiary institutions as citadel of knowledge, education and human resource development, are saddled with the enhancement of quality human resources that will manage these institutions and the Nigerian economy. When the university system in the country is properly run, it has a trickle-down effect on the society; the society and its economy will not be performing well. As such, it is pertinent that all the stakeholders in the education sector ensure that the university system is working properly. A situation which sadly seem not to be the case as the fortunes of the university system in Nigeria appear to be dwindling over the years. This is evidenced in the ranking of Nigeria Universities in global ranking; no Nigerian university is ranked among the top 1000 in the world. The highest ranked Nigerian university in the world is University of Ibadan which is ranked at number 1233 ([webmetrics.info/en/Africa/Nigeria](http://webmetrics.info/en/Africa/Nigeria)).

It is no longer news that some Nigerian graduates appear to be struggling with other graduates from other countries of the world. A situation which has led many to say that some Nigerian graduates are not employable as they are not equipped with the requisite 21<sup>st</sup> century practical skills to face the global labour market competition. This situation and many others led to certain reformation and establishment of many agencies of government to see how the situation can be salvaged. These reforms gave birth to the establishment of National Universities Commission

(NUC) to regulate the operations of all universities in Nigeria, National Board for Technical Education (NBTE) to regulate polytechnic education in Nigeria and National Commission for Colleges of Education (NCCE) to regulate all Colleges of Education in Nigeria (Balkie, 2002). As an intervention agency, Tertiary Education Trust Fund (TETFund) was established in 2011 which replaced the Education Trust Fund established in 1993.

TETFund was established to salvage the deteriorating infrastructure and structure of Nigerian education sector. These deterioration as it was when the agency was established seem not to have changed much as there are still cases of inadequate class rooms, lecture halls and teaching aids, there are still issues of poor capacity building, high turnover of workers and poor library services. This is seen in the reduction in the education standard in Nigeria over the years.

The business of education and its functionalities is a serious one, and as such, most advanced countries take it very serious. This is yet to be the case in developing countries like Nigeria. Many things interact to ensure that quality education is delivered, and one of such important component in delivering quality education in the tertiary institutions in general and universities in particular is the Library. Library services are key to effective performance of universities around the world, this also include public universities in the south-east. Efficient library services could propel the education system to a greater height. This is because it provides the educational resources to equip the students and the lecturers with the requisite knowledge to deliver either in the economy when they graduate or in the class room when delivering lectures or carrying out research. The personnel in the libraries help in acquiring, organizing, storing and disseminating information with a view to improving information availability, accessibility and use. To achieve these lofty goals, the librarians require to be trained in this act especially in accordance to the modern day practices in Information and Communication Technology (ICT). Thus, bringing to the fore the importance of capacity development.

Capacity building deals with enhancing people's skills, competences and ability to perform better through various means like training, seminars and workshops. Potter, Christopher, Broughand Richard (2004) aver that capacity building is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently. This is one of the core mandates of TETFund through its staff training and development programs. This program is benefitted by both Librarians and academic staff of public universities in the country including the ten (10) state and federal universities in the south-eastern part of Nigeria. However, the extent to which these training and development programs have benefitted the librarians, students and institutions at large is yet to be seen, hence the need for this study.

## **1.2 Objectives of the Study**

Broadly, the purpose of the study is to examine TETFund intervention and capacity building for librarians in university libraries in South-East, Nigeria. Specifically however, the study seeks to:

1. Examine the roles of TETFund intervention in capacity building of librarians in public university in South East, Nigeria
2. Determine extent to which capacity building have assisted librarians in discharging their duties in public universities inSouth-East Nigeria.

## **1.3 Hypotheses of the Study**

1. H<sub>01</sub>: TETFund intervention does not play a significant role in capacity building of librarians in public university in South East, Nigeria
2. H<sub>01</sub>: Capacity building has not significantly assisted librarians in discharging their duties in public universities in South-East, Nigeria.

## **2. REVIEW OF RELATED LITERATURES**

### **2.1 Tertiary Education Trust Fund (TETFund)**

Tertiary Education Trust Fund (TETFund) was initially established as Education Trust Fund(ETF) by the Education Tax Act No. 7 of 1993 as amended by Act No. 40 of 1998. It later metamorphosed into TETFund in 2011 as a result of several bottlenecks that bedevilled the initial agency. The TETFund is an intervention agency to tackle the challenges facing the public tertiary institutions in the country. It is an interventional measure of the Federal Government to wrestleinsufficient facilities in the public tertiary institutions in the country.The main objective is to use funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria (TETFund, 2015).

The agency's main source fund is a two percent (2%) education tax paid from the assessable profit of companies registered in Nigeria. This fund is assessed by the Federal Inland Revenue Service (FIRS) and remits same to the agency.The funds are disbursed for the general improvement of education in Federal and States tertiary educational institutions specifically for the provision or maintenance of:

- a) Essential physical infrastructure for teaching and learning
- b) Instructional material and equipment
- c) Research and publication
- d) Academic staff training and development
- e) 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 (Onyeizugbe,OrogbuandIgbodo,2016, p.173).

To achieve this core mandates, some intervention lines were created following thoughtful needs assessment of beneficiary institutions. These intervention lines include amongst others:

- i. Physical Infrastructure/Programme Upgrade
- ii. Project Maintenance
- iii. TETFund Scholarship
- iv. Teaching Practice –for COEs
- v. Equipment Fabrication -Polytechnics
- vi. Entrepreneurship -Universities
- vii. Journal Publication
- viii. Manuscript Development
- ix. Conference Attendance
- x. ICT Support
- xi. Advocacy
- xii. Institution Based Research
- xiii. National Research Fund
- xiv. Library Development

## **2.2 Capacity Building**

Human capital is one of the most significant capitals within the disposal of most organizations. Armstrong (2010) explicates that the human resources are the most important resources any organizations have. For human capital to function well, they need to have the requisite skill and competencies, that is where capacity building comes into play. Capacity building has to do with improving the knowledge base, skills and ability (KSA) of people to deliver effective and efficient services. It is an intervention that strengthens an organization's ability to fulfill its mission by promoting sound management, strong governance, and persistent rededication to achieving results (Beesley & Shebby, 2010). It also allows individuals and organizations perform at a greater capacity (Potter, Christopher; Brough & Richard, 2004).

The significance and value of training and development has long been recognized (Essays, 2018). Organizations that lay emphasis on employee capacity building have competitive edge above others as their employees will perform better than employees that are not trained or developed. Aligning with this assertion, Ajayi and Adeniji (2008) posit that no institution can develop and grow to its fullest and keep pace with trends in science and technology without virile staff development. McClelland (2002) in Asante and Alemna (2015), was of the view that with the exponential growth in technology and its tremendous effect on the economy and society at large, the need for training and development is more pronounced than ever especially in social institutions like the academic library. Furthermore, Edie (2012) posit that “without well-educated and trained digital librarians, libraries cannot reach their full potential” (, p. 21).

The term training and development is the process of acquiring and increasing the number of persons who have the skills, education, and experience which are critical for the socio-economic

and political development of the country (Folayan, 2010).The principal intention of training, according to Akanbi and Adetunji (2016), is to equip people with knowledge required to qualify them for a particular position of employment or to improve their skills and efficiency in the position they already hold. To remain relevant in the library, library workers need to be constantly trained, re-trained and developed in all the area of their services. The absence of training and development in any organization results in a situation of obsolesce among its practitioners including librarianship. If library staff must retain the practice of their profession, it is imperative that they must be continually retrained to obtain the skills and competencies required to remain employable (Ajidahun, 2007).

The importance of capacity building cannot be over emphasized. Some of the significance as sourced from <https://www.memphis.edu/ess/module5/page7.phpinclude>:

- It helps in minimizing an over-reliance on outside experts as sources of knowledge, resources, and solutions to community issues.
- It fosters a sense of ownership and empowerment.
- It strengthens confidence, skills, knowledge, and resources.
- It boasts the productivity of employees
- It increases the commitment of workers to duty and to the organization.
- It could help in reducing turnover.

### 3. METHODOLOGY

The study adopted a descriptive survey research design. The population of the study is 180, consisting of all the library workers in the ten state and federal universities in the south east. Complete enumeration was adopted for the study meaning that no sampling was carried out. Data was collected using structured questionnaire. The questionnaire was validated using face and content validity while the reliability was ascertained using Cronbach Alpha. The coefficient obtained was .876 meaning that the instrument was reliable. Data was analysed using descriptive statistics (mean) and inferential statistics (Chi-square). A total of 146 copies of questionnaire representing 81% of the distributed copies were collected and analyzed. The level of significance used for the study is 5% (0.05).

#### 3.1 Data Analysis

a.Examine the roles of TETFund intervention in capacity building of librarians in public university in South East, Nigeria.

**Table 1: Distribution of responses for the role of TETFund in capacity building of librarians in South-east Nigeria.**

S/N	Questionnaire Items	5 (SA)	4 (A)	3 (UN)	2 (D)	1 (SD)	Mean
1	I have not received any training sponsored by TETFund before.	21	26	-	99	-	2.79
2	I know many of my colleagues in the library that have benefitted from TETFund sponsored training and development before.	31	20	-	88	7	2.86
3	TETFund does not assist librarians in building their capacities.	40	31	-	20	55	2.87
4	TETFund play an active role in making sure that the skills and competencies of librarians are improved.	25	29	-	42	50	2.57
5	Librarians do not get much support as required from TETFund for improving their skills and abilities.	29	46	12	32	27	3.56

**Source: Field Survey, 2019**

**Keys: SA: Strongly Agree; A: Agree; UN: Undecided; D: Disagree; SD: Strongly Disagree.**

Table I shows the distribution of responses and descriptive statistics for role of TETFund in capacity building. The threshold of acceptance of a questionnaire item using the mean is 3 and above while any questionnaire item with a mean of below 3 will be rejected. Judging from the mean, the respondents rejected that they have not received any training sponsored by TETFund before with a mean of 2.79. They however rejected that they know many of their colleagues in the library that have benefitted from TETFund sponsored training and development before with a mean of 2.86. Similarly, they rejected that TETFund does not assist librarians in building their capacities with a mean of 2.87. In the same line, they rejected with a mean of 2.57 that TETFund play an active role in making sure that the skills and competencies of librarians are improved.

They however accepted that librarians do not get much support as required from TETFund for improving their skills and abilities with a mean of 3.56.

b. Determine the extent to which capacity building has assisted librarians in discharging their duties in public universities in South-East Nigeria.

**Table 2: Distribution of responses for capacity building programmes assistance to librarians in South-east Nigeria.**

S/N	Questionnaire Items	5 (VGE)	4 (GE)	3 (S)	2 (LE)	1 (VLE)	Mean
1	The training I receive helps me in discharging my duties.	40	35	6	29	36	3.1
2	I learn a lot from the development programs I have attended.	58	34	-	12	42	3.37
3	My job will be made easier if I get more training.	67	32	5	42	-	3.85
4	Workshops and seminars do not assist me in discharging my duties.	32	20	-	37	57	2.54
5	Training programmes influence the discharge of my tasks in the library.	34	69	3	21	19	3.53

Source: Field Survey, 2019.

**Keys:** VGE: Very Great Extent; GE: Greta Extent; S: Seldom; LE: Little Extent; VLE: Very Little Extent.

Table 2 shows the distribution of responses and descriptive statistics for capacity building programmes assistance to librarians in South-east Nigeria. The benchmark of acceptance of a questionnaire item using the mean is 3 and above while that of rejection is below 3. The respondents accepted that training they receive helps them in discharging their duties with a mean of 3.1. They also accepted that they learn a lot from the development programs they have attended with a mean 3.37. A mean of 3.85 shows that the respondents agreed that their job will be made easier if they get more training. However, they rejected that workshops and seminars do not assist them in discharging their duties with a mean of 2.54. But accepted with a mean of 3.53 that training programmes influence the discharge of their tasks in the library.

### 3.2 Test of Hypothesis

#### Hypothesis One:

H<sub>01</sub>: TETFund intervention does not play a significant role in capacity building of librarians in public university in South East, Nigeria.

**Table 3: Chi-Square output for role played by TETFund Intervention**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	242.931 <sup>a</sup>	16	.000
Likelihood Ratio	259.270	16	.000
Linear-by-Linear Association	.971	1	.324
N of Valid Cases	730		

a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is 2.40.

Table 3 shows the chi-square result for the role played by TETFund intervention in capacity building of librarians in public university in South East, Nigeria. The result obtained as seen in the table indicates that TETFund plays a significant role in capacity building of librarians in public university in South East, Nigeria. This is as a result of the fact that the Pearson Chi-Square Coefficient obtained is 242.931 and the asymptomatic significance was 0.000 which is less than 0.05 level of significance the study made use of. Going by this result, the null hypothesis is rejected in favour of the alternate hypothesis.

**Table 4: Test of Effect Size for Role Played by TETFund Intervention**

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	.577	.000
	Cramer's V	.288	.000
N of Valid Cases		730	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table 4 reveals the effect size for the role played by TETFund intervention in capacity building of librarians in public university in South East, Nigeria. The Phi coefficient obtained is .577 (58%) signifying the percentage of role TETFund play in capacity building through various interventions in public universities in South East, Nigeria.

## Hypothesis two:

H<sub>01</sub>: Capacity building has not significantly assisted librarians in discharging their duties in public universities in South-East, Nigeria.

**Table 5: Chi-Square Output for Capacity Building Assistance to Librarians**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	150.716 <sup>a</sup>	16	.000
Likelihood Ratio	180.078	16	.000
Linear-by-Linear Association	.071	1	.790
N of Valid Cases	732		

a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is 2.79.

Table 5 indicates the chi-square result for how capacity building has assisted librarians in discharging their duties in public universities in South-East, Nigeria. The result revealed that capacity building has significantly assisted librarians in discharging their duties in public university in South East, Nigeria. This is seen in the Pearson Chi-Square Coefficient obtained which is 150.716 and the asymptomatic significance was 0.000 which is less than 0.05 level of significance. As a result of this, the null hypothesis is rejected in favour of the alternate hypothesis.

**Table 6: Test of Effect Size for Capacity Building Assistance to Librarians**

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	.454	.000
	Cramer's V	.227	.000
N of Valid Cases		732	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table 6 shows the effect size for how capacity building has assisted librarians in discharging their duties in public universities in South-East, Nigeria. The Phi coefficient obtained is .454 (45%) signifying the percentage capacity building has assisted librarians in public universities in South East, Nigeria.

## 4. Conclusions

The study concludes that TETFund interventions are significant in capacity building of librarians in public universities in South East, Nigeria and that capacity building assist librarians in discharging their duties more effectively and efficiently. This is however not to say that more effort is not needed as not all the people that requires this capacity building in libraries in the south east gets it as it comes sparingly.

## 5. Recommendations

Owing to the findings of the study, it is recommended that:

- a) That the number of librarians that gain from capacity building intervention of TETFund needs to be increased through increased funding by the agency.
- b) That more librarians need to be captured in the TETFund intervention scheme through equitable distribution of the intervention funds as more lecturers appear to get the support than librarians who are a pertinent part of the university system.

## References

- Ajayi, K. & Adeniji, A. (2008). Access to university education in Nigeria. Access, quality and cost in Nigerian education. In B.G. Nworgu & E.I. Eke (eds) the Nigerian academy of education proceedings of the 23rd annual congress of Nigerian academy of education held at university of Nigeria Nsukka 4th – 6th November.
- Ajidahun, C. O. (2007). The training, development and education of library manpower in information technology in university libraries in Nigeria. *Open Journal System* 17(1) 44-46.
- Akanbi, F. K. & Adetunji, A. T. (2016). Importance of manpower training to enhance productivity. *International Research Journal of Management, IT and Social Sciences* 3(3) 123 – 131
- Armstrong, M. (2010). *A handbook of human resources management, 10<sup>th</sup> ed.* New Delhi, United Kingdom, KoganPage Ltd.
- Asante, E. and Alemna, A., "Training and Development Issues: Evidence from Polytechnic Libraries in Ghana" (2015). *Library Philosophy and Practice* (e-journal). 1221 <http://digitalcommons.unl.edu/libphilpract/1221>. Retrieved 19 July, 2019
- Balkie, A. (2002). *Recurrent Issues in Nigeria Education*. Zaria: Tanaza Publishing.
- Beesley, A. D. & Shebby, S. (2010). Evaluating capacity building in education: The North Central Comprehensive Center. Paper presented at the Annual meeting of the American Educational Research Association, Denver, Colorado, May 2010.
- [Benefits of Capacity Building - Engaged Scholar - The University of Memphis \(2019\)  
https://www.memphis.edu/ess/module5/page7.php](https://www.memphis.edu/ess/module5/page7.php)
- Edie, K. O. (2012). The training, development and education of library manpower in information technology in university libraries in Nigeria. *World Libraries* 17(1), 3-5.
- Essays, U. K. (2018). Value and importance of training and development of employees. Retrieved from <https://www.ukessays.com/essays/human-resources/value-and-importance-of-training.php?vref=1>

- Ezeali, B. O. (2017). Impact of TETFUND Intervention on Human Resources Development in Government Owned Tertiary Institutions in South Eastern Nigeria (2011-2016). *International Journal of Finance and Management in Practice*, 5(2), 68-80.
- Folayan, I. G. (2010). *Personnel management process*, Fourth Edition Boston: Mittlin Publishing Company.
- Onyeizugbe, C. U., Orogbu, O. L., & Igbodo, R. O. (2016). TETFund International Programmes and Academic Staff Development of Selected Universities in South East Nigeria. *Journal of Economics and Public Finance*, 2(1), 171-193.
- Potter, Christopher; Brough, Richard (1 September 2004). "Systemic capacity building: a hierarchy of needs". *Health Policy and Planning*. 19 (5): 336–345. doi:10.1093/heapol/czh038. ISSN 0268-1080. Retrieved 18 July 2019.
- TETFund (2015) *Strategic Planning Workshop for Benefiting Institutions*. National Universities Commission, Maitama, Abuja.