

Influence of Tertiary Education Trust Fund Intervention on Provision Physical Infrastructure and Instructional Materials in Business Education Departments in Colleges of Education in North-West, Nigeria

Muhammad MurtalaBalaPh.D

Sa'adatu Rimi College of Education Kumbotso, Kano

Murkibijt69@gmail.com

Abstract

This research was set to assess the influence of TETFUND intervention on academic activities in business education departments in Nigerian colleges of education through provision of physical infrastructure, instructional materials. Survey research design was employed, the population for the study was four hundred and eleven academic from various business education departments from Colleges of Education in North-West Nigeria: two objectives were raised one of the objectives was to determine the “Influence of TETFUND Intervention on provision of physical infrastructure in Business Education Department in Colleges of Education in North-West Nigeria” two research questions were analysed using mean, one of the research questions was what is the Influence of TETFUND Intervention on provision of physical infrastructure in Business Education Departments in Colleges of Education in North-West Nigeria”? And two null hypotheses amongst which was “TETFUND Intervention has no significant influence on provision of physical infrastructure in Business Education Departments in Colleges of Education in North-West Nigeria, were tested t-test at 0.05 level of significance. A self designed questionnaire was used to collect data. One of the findings was that TETFUND Intervention has not significantly influenced the provision of physical infrastructure in business education departments in colleges of education in North-West Nigeria. On the basis of the findings the researcher concluded that the failure of TETFUND to provide funds for provision of these physical infrastructures, instructional materials. Finally the researcher made some recommendations among them was that TETFUND should provide funds for provision of physical infrastructure for Business Education Departments in Colleges of Education in North-West Nigeria.

Key words: *Instructional Materials, Infrastructure, TETFund, Business Education*

Introduction

The increasing influx of Students into Nigerian educational institutions, undoubtedly, needs to be addressed through provision of needed infrastructure, qualified teachers and enabling atmosphere for effective teaching and learning to take place. However, efforts to address these issues are being made in many ways though; sometimes not effectively and efficiently.

These efforts have been in form of scholarships given to staff and students to go for training on the job or otherwise, by governments: Federal, State or Local. donation by foreign agencies, like United Nations International Children Emergency Fund (UNICEF), World Bank, United Nations Educational, Scientific and Cultural Organization (UNESCO), Department for International Development (DFID) for educational development, like construction of classrooms etc. It is in this light that Kazeem (2013) explained that Federal

Government, in collaboration with the mentioned agencies are taking holistic approach in addressing educational concerns in Nigeria, which covers provision of infrastructure, manpower training, and provision of needed facilities, for teaching in different disciplines.

Apart from the gesture of some foreign countries and other donors for Nigerian educational system, the Nigerian government has also established other mechanisms for funding educational sector like the areas of training manpower, provision of infrastructure, facilities and equipment for effective teaching and learning to take place. These mechanisms include the establishment of Tertiary Education Trust Fund (TETFUND).

The Tertiary Education Trust Fund was established as an intervention agency under the Tertiary Education Trust Fund Act 2011. It is charged with project management to improve the quality of education in Nigerian tertiary institutions. The areas of concern for TETFUND intervention are provision of physical infrastructure, instructional materials, funding researches, training of academic staff as well as any other project in the interest of academic activity in the institutions. The allocated funds are accessed through a clearly designed procedure i.e identifying projects and sending to the TETFUND for further processes.

Colleges of education are teacher training institutions, they are mandated to produce primary school teachers i.e teachers with Nigeria Certificate in Education (NCE) and they are among the tertiary institutions that are benefitting from the intervention funds by TETFUND. Among the programs run in Nigerian colleges of education is business education program, it is that aspect of total educational program that is meant to instill skills for self-reliance in careers or vocations like accounting, marketing, sales management among others. Like the rest of the educational programs in colleges of education, NCE certificate is awarded to graduates of business education program after their three academic years in the colleges.

Physical infrastructure in educational institutions are those structures in which academic activities are taking place, they include lecture rooms, examination halls, offices for academic staff, laboratories etc. Eisendrath (2008) the term infrastructure refers to not only physical facilities, it is often a set of businesses that own, operate, renew and expand infrastructural facilities. Certainly, they are needed for smooth teaching and learning to take place. Miller (2013) says E-infrastructure including high performance computing is absolutely essential to our school research base, whether it is enabling scientist to carry out complex experiments or helping academics manage large amount of data. Cohen and Bhatt (2013) in their long essay about the importance of infrastructure development to high quality literacy maintained that, it is the availability of relevant educational infrastructure that will ensure quality education given to the students of high schools.

Instructional materials on the other hand are the medium for delivery of the content to be taught. The instructional materials in business education in particular include typewriters, adding machines, etc. The use of instructional materials will ensure effective teaching and learning.

It is on the basis of the identified variables so far discussed that constitute the background information to which this study is conducted on the influence of TETFUND intervention on

provision of physical infrastructure and instructional materials in business education departments in Nigerian Colleges of Education. Emalie (2008) express that any good instructional material should have the characteristics of size i.e. it must be big enough to be seen by the farthest student in the classroom; colour i.e. make it to be colourful and beautiful because it attracts students; durability i.e. make it to be strong enough for usage of not only one session for it to be reused; economy i.e. a good instructional material should be not too exorbitant perhaps use something that is cheap to produce; portability i.e. an instructional material should be something that can easily be carry around; easy to handle; relativity i.e. of course it must be related to the topic of discussion or the topic the student that are into and finally any good instructional material should be unique i.e. students want have things that make them curious about it. Briggs (2013) suggested that any good instructional material should have four characteristics of being adaptive i.e. building on the previous knowledge of students; focus on concepts and principles take into account the students ongoing cognitive activities i.e. as an educator, taking notice of patterns in your students learning process in order to customize your teaching as much as possible and finally not replacing the student's ongoing cognitive activities. Lourdes-edtech (2013) highlighted that any good instructional material should possess some characteristics as; be on the level of the learner i.e. should not be something beyond the scope of understanding of the learner. It should be related and relevant to the subject matter i.e. should not be something outside the subject matter. It should clearly understand, furthermore, the instructional material should arouse the interest of the pupils.

Statement of the Problem

In Nigeria TETFUND as an institution established to supplement government efforts in funding tertiary educational institutions, it was mandated to provide funds as intervention for provision of physical infrastructure, provision of instructional materials, training of manpower, research and other needs which are academic in nature to tertiary educational institutions like teaching practice supervision allowance to teachers. Hence, the wisdom of this intervention is to supplement the available infrastructure and instructional materials among others in the affected institutions.

However, the story is not encouraging in some colleges of education. This was on the basis of the observation by the researcher, who observed that many of the business education departments in Colleges of education in North-West Nigeria are lagging behind in the availability of physical infrastructure, instructional materials and lack of support for conducting researches. A related complain has also been noted by the researcher from some lecturers of business education departments that shortage of instructional materials has remained the major that the program is suffering. These suffice it to say there are problems in business education departments in most of the Nigerian colleges of education. On the basis of the observed problems there is need therefore to carry out an in-depth research on the influence of TETFUND intervention on provision of physical infrastructure and instructional materials in business education departments in colleges of education in North-West Nigeria using data collected by the course of this study.

Objectives of the Study

The general objective of this study was to determine the influence of TETFUND intervention on physical infrastructure and instructional materials in business education departments in colleges of education in North-West Nigeria. The specific objectives were to:

1. Determine the influences TETFUND intervention on the provision of physical instructional for teaching and learning business education in colleges of education in North-West Nigeria;
2. determine the influence of TETFUND intervention on provision of infrastructural materials in business education departments in colleges of education in North-West Nigeria;

Research Questions

For the purpose of this research work, the following research questions were answered:

1. What is the influence of TETFUND intervention on the provision of physical infrastructure for teaching and learning in business education departments in colleges of education in North-West Nigeria?
2. What is the influence of TETFUND intervention on provision of instructional materials in business education departments in colleges of education in North-West Nigeria?

Null Hypotheses

In line with the specific objectives, the following null hypotheses were tested at 0.05 level of significance:-

1. TETFUND intervention has no significant influence on provision of physical infrastructure for teaching and learning in business education departments in colleges of education in North-West Nigeria.
2. TETFUND intervention has no significant influence on provision of instructional materials and equipment in business education departments in colleges of education in North-West Nigeria.

Methodology

The research design used for this research was descriptive research design. Descriptive research designs are of different forms. This study however, employed the survey type. The population of the study was four hundred and eleven academic staff. A self-designed questionnaire referred to as "TETFUND INFLUENCE" was used for collection of data, it comprises of two sections i.e A and B. The first section sought the biographical data of the respondents and the second section consisted of twenty items enquiring about the influence of TETFUND on the colleges of educational system in Nigeria. The breakdown was that items one to ten relate to research question one, items eleven to twenty relates to research question two. The instrument was constructed using a 4 points rating scales as follows; Always Available (4 points) Available (3 points) Not Available (2 points) Rarely Available (1 point) i.e (AAV, AV, NAV, RAV).

Decision Rules:

For Research Questions; all scores from 2.5 and above were regarded as agree, while scores below 2.5 were regarded as disagree.

For the Null Hypotheses; where the $r_{\text{calculated}}$ was greater than r_{critical} the null hypotheses were rejected. Otherwise, it was retained.

Research Question One: What is the influence of TETFUND intervention on the provision of physical infrastructure for teaching and learning in Business Education Departments in Nigerian Colleges of Education?

Table 1 TETFUND Intervention and provision of Physical Infrastructures

S/N	Influence of TETFUND Intervention on Physical Infrastructure in Business Education	AV 4	AV 3	RAV 2	NAV 1	\bar{X}	Remarks
1	Accounting Rooms	124	180	376	99	2.06	Not available
2	Business Education Library`	48	75	72	273	1.08	Not available
3	Shorthand Laboratory	384	315	284	35	2.69	Available
4	Lecturers' Offices	156	165	460	53	2.21	Not Available
5	Model Offices	28	66	644	27	2.03	Not Available
6	Typing Pool	100	138	506	54	2.11	Not Available
7	Internet Cyber	704	126	492	69	2.08	Not Available
8	Computer Common Rooms	100	141	504	49	2.10	Not Available
9	Secretary's Chairs	200	531	250	26	2.66	Available
10	Secretary's Table	220	534	240	25	2.70	Available
Grand Mean						2.17	Not Available

Source: Field Study 2016

Table 1 shows that almost all the mean responses of the lecturers in Business Education department are disagree with grand mean of 2.50 which implied that TETFund intervention has not influenced provision of physical infrastructure in Business Education departments in Nigerian colleges of education.

Research Question 2:What is the influence of TETFUND Intervention on the provision of instructional materials for teaching and learning in Business Education Departments in Nigerian Colleges of Education?

Table 2 TETFUND Intervention and Provision of Instructional Materials

S/N	Influence of TETFUND Intervention on provision of Instructional Materials in Business Education Departments	AV	AV	RAV	NAV	\bar{X}	Remarks
11	Micro Computer (Tables)	100	123	536	44	2.12	Not Available
12	Smart Board	40	75	22	273	1.08	Not Available
13	Dictation Machine	28	102	590	42	2.02	Not Available
14	Electronic Learning Equipment	80	120	590	33	2.18	Not Available
15	Photocopier	40	78	22	273	1.08	Not Available

16	Radio Tape Set	84	84	590	46	2.08	Not Available
17	Data Protection Technology	28	66	644	27	2.03	Not Available
18	Overhead Projector	28	102	590	42	2.02	Not Available
19	Bulletin Board System	124	180	376	99	2.06	Not Available
20	Adding Machines	44	27	662	27	2.01	Not Available
Grand Means						1.87	Not Available

Source: *Field Study, 2016*

Table 2 shows that almost all the mean responses of the lecturers in Business Education department are disagree with grand mean of 1.87 which implied that TETFund intervention has not influenced provision of instructional materials in Business Education departments in Nigerian colleges of education.

Test of Null Hypotheses

In this section, the six null hypotheses raised in chapter one tested, the result are contained in Table 3

Null Hypothesis 1: TETFUND intervention has no significant influence on the provision of Physical Infrastructure for teaching and learning in business education departments in Nigerian Colleges of Education.

Table 3: Related t-test of Influence of TETFUND Intervention on provision of physical infrastructure in Business Education Departments in Colleges of Education in North-West Nigeria

Variables	mean	SD	df	t-cal	t crit	Confirmed
TETFUND Intervention	17.64	1.3	377	1.34	1.96	**
Physical Infrastructure	72.56	4.6				

** not significant Source: *Field Study 2016*

The result as shown in Table 4 indicates that the calculated t-value of 1.34 is less than the critical t-value of 1.96 at 0.05 level of significance with 377 degree of freedom. Therefore the null hypothesis which stated that TETFUND intervention has no significant influence on the provision of Physical Infrastructure for teaching and learning in business education Departments in Nigerian colleges of education was confirmed. This means that TETFUND intervention has not significantly influenced the availability of physical infrastructure in business education Departments in Nigerian College of Education.

Null Hypothesis 2: TETFUND intervention has no significant influence on the provision of instructional materials in Business Education Departments in Colleges of Education in North-West Nigeria.

Table 4: Related t-test of influence of TETFUND Intervention on provision of Instructional materials Business Education Departments in Colleges of Education in North-West Nigeria.

Variables	mean	SD	Df	t-cal	t-crit	Confirmed
TETFUND Intervention	18.66	0.95	377	1.16	1.96	**
provision of instructional material and equipment	72.56	4.2				

** not significant Source: *Field Study 2016*

The result as shown in Table 4 indicates that the calculated t-value of 1.16 is less than the critical t-value of 1.96 at 0.05 level of significance with 377 degree of freedom. Therefore the null hypothesis which stated that TETFUND intervention has no significant influence on the provision of instructional materials in Business Education Departments in Colleges of Education in North-West Nigeria was confirmed. This means that TETFUND intervention has not significantly influenced the availability of instructional material and equipment in Business Education Departments in Nigerian College of Education.

Discussion of Findings

Based on the analysis of research question one and null hypotheses one in Table 1 and 3 respectively it can be inferred that TETFUND has not significantly influenced business education departments need in the area of physical infrastructure. The items mentioned from one to item ten, which were about accounting rooms, library in business education department shorthand laboratories, lecturers offices, model offices etc. all the scores except for items nine and ten i.e Secretary's Chairs and Tables that have the mean This findings agreed with the finding by Ojo (2016) who believes that TETFund has more to do in the area of instructional materials in business education department. This implied that most of the respondents did not agree that these infrastructures were provided in the departments using funds released by tertiary education trust fund.

Considering the analyses of the questionnaire items eleven to twenty and the result of test of null hypothesis number two, it could be inferred that more is expected from TETFUND by business education departments in college of education in North-West Nigeria visa-vis the provision of relevant and needed instructional materials and equipment undoubtedly it is only when the needed instructional materials are provided that effective teaching and learning being important element of academic activities will take place. It is in line with this that Aliyu (2002) is saying not effective teaching will take place without relevant instructional materials. This agrees with the opinion of Rimi (2012) who observed that TETFUND has not done significantly to the institutions in instructional materials.

Conclusion

On the basis of the major findings of this research, which revealed that TETFUND has not significantly influenced the academic activities of business education departments in Colleges Education in North-West Nigeria, in the area of physical infrastructure, instructional materials, the research concluded that this poor provision of the physical infrastructure, instructional materials, will have negative effect on academic activities

particularly teaching and learning business education courses as students cannot have where to do their practicals, teachers may not be able to lay their hands on the current and relevant instructional materials.

Recommendations

Based on the conclusion drawn, the researcher offered the following recommendations:

1. TETFUND should provide funds for providing needed infrastructure in business education departments in colleges of education in North-West Nigeria.
2. TETFUND should provide funds for provision of Instructional materials and equipment in business education departments in colleges of education in North-West Nigeria.
3. TETFUND should provide more publicity about its regulations, activities as well as different types of interventions available for business education lecturers.

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