

## **IMPACT OF TERTIARY EDUCATION TRUST FUND (TETFund) SPONSORSHIP IN TRAINING OF SCIENCE TEACHERS FROM SOUTH EAST NIGERIA.**

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### **ABSTRACT**

This study was undertaken to investigate the impact of TETFund sponsorship in training of science teachers. Two research questions and one null hypothesis guided the study. The study adopted a descriptive survey design. The population of the study consisted of all the science teachers in the three Federal Colleges of Education in South East Nigeria. Simple random sampling technique was used and a sample size of two hundred and forty (240) lecturers was used. A structured questionnaire was used for data collection. The internal consistency of the instrument was 0.82 using Cronbach Alpha formula. The research questions were analyzed using arithmetic mean while the hypothesis was tested using Chi-square at 0.05 level of significance. The results of the analysis revealed that TETFund sponsorship has significantly contributed positively in staff development. It was recommended that donor agencies, philanthropists and governments should assist in funding tertiary education in the country.

### **INTRODUCTION**

Tertiary Education Trust Fund (TETFund) was set up by Federal Government of Nigeria in 2011 as an intervention agency to, among other objectives, fund academic staff trainings in the country and beyond. Recently, there has been a gradual decline in TETFund sponsorship in the training of science teachers in the country. Consequently, this trend is gradually resulting to shortages in qualified science teachers, apathy towards advancing higher academic development and stagnation in promotions occasioned by unavailability

of funds for publications. Successively, this will have a huge ripple effect on the students if necessary measures are not taken as no new knowledge shall be imparted on them. Dzukogi (2016) said that "the N20 million released to the institution by TETFund for academic and non-academic staff was grossly insufficient".

Nations of the world are seen to be developed based on the extent of their scientific and technological advancements which the science teacher is a key factor. Therefore, the training of science teachers becomes inevitable. According to Uzochukwu & Orogbu (2016), "the lecturers are our priority in TETFund intervention policy, because they are the drivers of communication and knowledge. If you take away the lecturers, you have created a gap that you cannot fill" towards national development.

Therefore, the purpose of this study is to investigate the impact of Tertiary Education Trust Fund (TETFund) sponsorship in the training of science teachers in Federal Colleges of Education in South East Nigeria and recommend possible ways of funding science teachers.

### **Objectives of the Study**

The study sought to achieve the following objectives;

1. To ascertain the extent of TETFund sponsorship on staff development,
2. To determine the extent of TETFund sponsorship on research growth.

### **Research Questions**

The following research questions guided the study:

1. Is there impact of TETFund sponsorship on staff development?
2. Is there impact of TETFund sponsorship on research growth?

### **Hypothesis**

H01: There is no significant difference between TETFund sponsorship and staff development.

H02: There is no significant difference between TETFund sponsorship and research growth.

## METHODOLOGY

The study adopted a descriptive survey approach due to the nature of the study. The population of this study comprised of all the science lecturers in the three Federal Colleges of Education in South East, Nigeria- Alvan Ikoku Federal College of Education, Owerri, Federal College of Education Ehamufu and Federal College of Education Umunze. The sample size used was two hundred and forty (240) science lecturers using simple random sampling technique.

## INSTRUMENTATION

A structured questionnaire made up Twenty (20) items titled "Impact of TETFund Sponsorship on Science Teachers" developed by the researcher was used. The questionnaire had two sections. Section A sought the demographic information of the participants while section B was geared towards finding lecturers' opinion on TETFund. It has a likert type questionnaire on a 4-point scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). Three (3) experts from Science Education Department of Enugu State University of Science and Technology validated the instrument. The reliability of the same instrument was confirmed by the use of internal consistency using Cronbach Alpha formula at 0.82.

## RESULTS

**Table 1:** Chi-square test results on the impact of TETFund on staff development.

Source of variation	$X^2_{cal}$	$\alpha$	df	$X^2_{critical}$	Decision
Staff development	539.95	0.05	3	7.81	Reject H01

From the results in table 1, the null hypothesis 1 is rejected; implying that TETFund has significantly contributed positively to staff development in the three Federal Colleges of Education. This is because  $X^2_{cal}$  value of 539.95 is greater than the  $X^2_{critical}$  value of 7.81 at 0.05 significant levels.

**Table 2:** Chi-square test results on the impact of TETFund on research growth.

Source of variation	X <sup>2</sup> cal	$\bar{\alpha}$	df	X <sup>2</sup> critical	Decision
Research growth	513	0.05	3	7.81	Reject H02

From the results in table 2, the null hypothesis 2 is rejected; implying that TETFund has significantly contributed positively to research growth in the three Federal Colleges of Education. This is because X<sup>2</sup>cal value of 513 is greater than the X<sup>2</sup>critical value of 7.81 at 0.05 significant levels.

## DISCUSSION

The result as shown in table 1 revealed that TETFund has significantly impacted positively on staff development of the three Federal Colleges of Education in South East Nigeria. This result is in agreement with Udu and Nkwede (2014). According to them, TETFund is committed to academic staff development, sponsoring lecturers for postgraduate studies overseas, as well as, to national and international conferences and seminars.

The result as shown in table 2 revealed that TETFund has significantly impacted positively on research growth of the three Federal Colleges of Education in South East Nigeria. The result is an agreement with Ogundu and Nwokoye (2013) who stated that TETFund has sponsored special high impact projects for research activities across the government, academia and industry.

## CONCLUSION

The paper analysed the impact of Tertiary Education Trust Fund (TETFund) sponsorship on science teachers. The findings of the study have shown that TETFund sponsorship has contributed positively to staff development and enhanced research.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. To improve the volume of internally generated revenue. Tertiary institutions should embark on business ventures.
2. Donor agencies and philanthropic individuals and groups, should assist government in funding tertiary education in the country.
3. To reduce or eliminate entirely the level of bureaucratic bottleneck often associated with accessing of funds.

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