

**BUSINESS EDUCATORS' PERCEPTION OF THE CONTRIBUTION OF TET FUND IN THE DEVELOPMENT OF BUSINESS EDUCATION PROGRAMME FOR SUSTAINABLE DEVELOPMENT IN ANAMBRA STATE OF NIGERIA**

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**ABSTRACT**

The study was aimed at ascertaining business educators' perception of the contribution of Tertiary Education Trust Fund (TETFUND) in the development of business education programme for sustainable development in Anambra State. Two research questions guided the study and two hypotheses were formulated for the study. Descriptive survey research design was adopted. The population of the study comprised 109 business educators in tertiary institutions in Anambra State. Structured questionnaire developed by the researchers and containing 23 items was used to collect data. The questionnaire was validated by three experts. Mean ratings and standard deviation were used to analyze the research questions, while Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that TETFUND have not contributed much in developing business education programme in Anambra State. Findings also revealed that insufficient funds, unfavourable government policy which limits the capacity of the Fund, lack of proper supervision of the activities of TETFUND, lack of synergy between TETFUND and the benefiting institutions and leakages of money accruable to the fund as a result of outright pilferage by the collecting agency among others were some of the challenges hampering the realization of the objectives of TETFUND in the development of business education programme for sustainable development in Anambra State. Based on these findings, the researchers recommended among others, that periodic auditing should be carried out to ensure the execution of projects for which money has been spent. It was also recommended that potential beneficiary institutions should be mandated to present and defend their proposed projects before grants are released for the execution of those projects.

**Key Words:** Business Education, Perception, TETFUND, Sustainable, Development, Programme.

**1. INTRODUCTION**

Education is the foundation of social and economic development of any nation. This is because through education individuals are trained to become literate and aware of their social, economic and physical environment. According to Akpotohwo and Ogeibiri (2018)<sup>1</sup>, education is the instrument used to incorporate a person into society in order to attain self-actualization, build

national consciousness, foster national unity and aim for physical, economic, political, science, cultural and technical development. This view was accentuated by the Federal Republic of Nigeria's (FRN) (2013)<sup>2</sup> National Policy on Education which sees education as the instrument per excellence, thus education is the pillar for which all things work. Tertiary education in Nigeria is very fundamental to the realization of the goals of nation building.

This is because tertiary institutions are the production conduits of the nation's human capital. According to the FRN (2013)<sup>2</sup>, tertiary institutions are those entities that comprise the post-secondary section of the national education system supported by universities, polytechnics and college of education, including college of technology, specialized teachers training colleges, related colleges and entities as they may be affiliated with them. Business education programme is an education programme which is carried out at the tertiary institutions in Nigeria. Business education programme is a part of the technical and vocational education programme which its goal is primarily aimed at preparing its recipients for the world of work and making them self-employed or self-reliant (Edet, 2018)<sup>3</sup>. The FRN (2013)<sup>2</sup> saw business education as part of vocational and technical education programme offered in tertiary institutions in Nigeria whose goal is imparting the necessary skills to citizens for them to be economically self-reliant leading to sustainable development. This is because sustainable development involves the development that meets the need of the people. However, over the years the achievement of the goals of the business education programmes for sustainable development in tertiary institutions in Nigeria in general and Anambra State in particular seems to be a mirage.

The apparent non-achievement of the goals of the business education programme by extension the tertiary education seem to have resulted because of issues related to poor funding, lack of infrastructure, poor capacity building and inadequate researches and keeping in touch with the current trends in education and training of business education students. It has resulted in the production of poor quality graduates who seem to have lost touch with the demands of industry. For Nagbi and Micah (2019)<sup>4</sup>, the undesirable academic performance of most graduates from higher institutions in Nigeria was as a result of infrastructural decline, insufficient classroom space for learning, no regular academic library, hostels that can accommodate students and professional manpower that can carry out different activities in the institutions. Federal Government support of the business education programme appears shockingly insufficient. Akpotohwo and Ogeibiri (2018)<sup>1</sup> pointed out that this inadequacy is attributed, among other factors, to the merger of business education programme with other education programmes; insufficient budgetary allocation and over reliance on government for funds; insufficient financial commitment by the government to the business education programme. Some scholars seem to aver that the Tertiary Education Trust Fund (TETFUND) which was established in 2011 as an education tax fund geared towards adequately funding of tertiary institutions in Nigeria seem to be over burdened.

TETFUND ACT 2011 places a 2 per cent (2%) education tax on the assessable profit of all listed companies in Nigeria. The Act empowers the Federal Inland Revenue Service (FIRS) to determine and raise Education Tax. The Fund administers the tax levied by the Act and disburses the balance to federal and state owned tertiary institutions (Nagbi & Micah, 2019)<sup>4</sup>. The mandate

of the fund according to Suleiman (2019)<sup>5</sup> is to administer and disburse the amount to federal and state tertiary educational institutions, specifically for the provision and maintenance of the following essential physical infrastructure for teaching and learning, instructional material and equipment. Other goals include research and publication, academic staff training and development, and any other needs, which the Board of Trustees believes are critical and essential to improving quality and maintaining standards in higher education institutions. However, Nagbi and Micah (2019)<sup>4</sup> opined that the abdication of the task of funding the business education programme and tertiary institutions on TETFUND alone is contrary to the establishment of TETFUND which should be an intervention agency that complements the efforts of government and other stakeholders in providing funds and infrastructure for tertiary education programmes like the business education programme. Furthermore, scholars in tertiary institutions decried the difficulty faced in accessing funds for research activities from TETFUND. This was further buttressed by Suleiman (2019)<sup>5</sup> who revealed that in 2015 only 33 research topics were able to access funds from 20 universities in Nigeria. It is against this backdrop that the researcher sought to determine the role Tertiary Education Trust Fund (TETFUND) has played in the development of the business education programme for sustainable development in Anambra State.

## 2. STATEMENT OF THE PROBLEM

Business education programme is an integral part of the vocational and technological development of Nigeria's human resources. Business education equips its recipients with technical and vocational skills which is required for the attainment of industrialization and technological innovations. Business education is a tool if properly channeled and supported would ensure sustainable development in the nation. This has increased the popularity of the study of business education in tertiary institutions in Nigeria in general and Anambra State in particular. However, the growth and development of the business education programme appears to be hampered by issues relating to poor funding and lack of adequate infrastructure for teaching and learning. This has adversely affected the quality of business education graduates in Nigeria. Most of them do not possess employability skills thereby making it difficult for them to secure jobs (Okeke-Ezeanyanwu and Oguejiofor, 2020)<sup>6</sup>. The TETFUND which is an intervention agency was set up in 2011 to mitigate the challenges affecting the quality of the business education programme as well as other education programmes in federal and state tertiary institutions. However, ten years after its establishment, the problem continues to persist. The researchers are worried that if TETFUND carries out its stated objectives of providing and maintaining physical infrastructure for teaching and learning, instructional materials and equipment, providing funding for research and publication, academic staff training and development, then why do the problems continue to persist? Confirming this, Nagbi and Micah (2019)<sup>4</sup> stated that despite the introduction of TETFUND, tertiary institutions are saddled with problems of continuous degradation of infrastructure, no adequate classroom for learning etc. This study thus empirically determined business educators' perception of the contributions of Tertiary Education Trust Fund towards the development of the business education programme for sustainable development in Anambra State.

### **Purpose of the Study**

The main purpose of the study was to determine business educators' perception of the contributions of Tertiary Education Trust Fund in the development of the business education programme for sustainable development in Anambra State. Specifically, the study determined:

1. The contributions of Tertiary Education Trust Fund in the development of the business education programme for sustainable development in Anambra State.
2. Challenges hampering the realization of the objectives of Tertiary Education Trust Fund in the development of business education programme for sustainable development in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What are the contributions of Tertiary Education Trust Fund in the development of the business education programme for sustainable development in Anambra State?
2. What are the challenges hampering the realization of the objectives of Tertiary Education Trust Fund in the development of business education programme for sustainable development in Anambra State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. Business educators' did not significantly differ in their mean ratings on the contributions of Tertiary Education Trust Fund in development of the business education programme for sustainable development in Anambra State based on years of experience (0-5 years, 6-10 years and Above 10 years).
2. Business educators' did not significantly differ in their mean ratings on the challenges hampering the realization of the objectives of Tertiary Education Trust Fund in the development of business education programme for sustainable development in Anambra State based on years of experience (0-5 years, 6-10 years and Above 10 years).

### **3. METHOD**

Descriptive survey research design was adopted for the study. The study was carried out in Anambra State. The population of the study comprised 128 business educators in four public tertiary institutions in Anambra State (Nnamdi Azikiwe University, Awka, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Federal College of Education (Technical), Umunze, Nwafor Orizu College of Education, Nsugbe). The instrument was a questionnaire developed by the researchers. The instrument was titled "Questionnaire on the Contributions of Tertiary Education Trust Fund in Development of the Business Education Programme for Sustainable Development (QRTETFD BEPSD)". The instrument has two sections A and B. Section A contained demographic data of the respondents while section B contained

23 items in two clusters. Cluster B1 contained 10 items while cluster B2 contained 13 items relating to research questions. The instrument was structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by three experts in the Department of Business Education, ChukwuemekaOdumegwuOjukwu University, Igbariam Campus. The instrument was subjected to a pilot test on 10 business educators in Enugu State. The application of the Cronbach Alpha reliability test on the returned data yielded coefficient values of 0.86 and 0.83 for sections A and B of the instrument respectively with a general reliability coefficient of 0.85 for internal consistency. The researcher administered the questionnaire personally and with the help of three research assistants. The questionnaires were administered and retrieved on the spot. This was to ensure high return rate. Out of the 129 copies of questionnaire administered, 103 copies were found usable for data analysis. Mean value was used to analyze the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. In analyzing the mean values, any item between 3.50 to 4.00 was deemed to be strongly agree, 2.50 to 3.49 was deemed to be agree. Any item between 1.50 to 2.49 was deemed to be disagree while 1.00 to 1.49 was deemed strongly disagree. ANOVA was used to test all the null hypotheses at 0.05 level of significance. Where the calculated F value is less than the critical value of F, it means that the variable does not significantly affect respondents' mean ratings and the hypothesis was not rejected. Conversely, where the calculated F value is equal to or greater than the critical F value, it means that the variable has a significant effect on the respondents' mean ratings and the hypothesis was rejected.

**4. RESULT**

**Research Question 1**

What are the contributions of Tertiary Education Trust Fund in the development of the business education programme for sustainable development in Anambra State?

**Table 1: Respondent Mean Rating on the contributions of TETFUND in the Development of the Business Education Programme for Sustainable Development (N=103)**

S/N	Item Statement	Mean	SD	Remark
1.	Construction of lecture rooms for business education programme	2.04	0.54	Disagree
2.	Provision of work tools and equipment for practical lessons in the business education laboratories	2.25	0.67	Disagree
3.	Provision of modern information and communication technology facilities in the business education programme	2.40	0.71	Disagree
5.	Making available funds to business educators for research studies	1.98	0.59	Disagree
6.	Providing up-to-date quality textbooks in the business education library	2.03	0.56	Disagree

7.	Sponsoring business educators for conferences nationally and internationally.	2.10	0.55	Disagree
8.	Providing seats and tables in the business education lecture rooms	2,98	0.72	Agree
9.	Organizing staff development programmes for academic staff of the programme	2.33	0.70	Disagree
10.	Construction of infrastructures like library, office space and provision of alternative source of energy for the business education programme.	2.41	0.69	Disagree
<b>Cluster Mean</b>		<b>2.05</b>		<b>Disagree</b>

Data in Table 1 reveal that the respondents opined in items, 1, 2, 3, 4, 5, 6, 7, 9 and 10 with mean ratings ranging from 1.98 to 2.41 that TETFUND failed in contributing to developing the business education programme for sustainable development in Anambra State. However they agreed in item 8 with mean ratings of 2.98 that TETFUND contributed in provision of seats and tables in business education lecture rooms. Furthermore the standard deviations scores show that the respondents’ opinions are close. The cluster mean of 2.05 indicated that the TETFUND has not contributed in developing the business education programme for sustainable development in Anambra State.

**Research Question 2**

What are the challenges hampering the realization of the objectives of Tertiary Education Trust Fund in the development of business education programme for sustainable development in Anambra State?

**Table 2: Respondent Mean Rating on the Challenges Hampering the Realization of the Objectives of TETFUND in the Development of the Business Education Programme for Sustainable Development (N=103)**

S/N	Item Statement	Mean	SD	Remark
1.	Insufficient funds	3.80	0.78	Agree
2.	Unfavourable government policy which limits the capacity of the fund	3.43	0.75	Agree
3.	Delay in conducting audit	2.70	0.81	Agree
5.	Lack of proper supervision of the activities of TETFUND	3.55	0.86	Agree
6.	Absence of defense of project funded by TETFUND	2.95	0.70	Agree
7.	Lack of cooperation from registered company to the fund	2.68	0.69	Agree
8.	Lack of synergy between TETFUND and the benefiting institutions	3.15	0.79	Agree
9.	Leakages of money accruable to the Fund due to under assessment	3.46	0.84	Agree

10.	Award of contracts to incompetent contractors	2.85	0.74	Agree
11.	Leakages of money accruable to the Fund as a result of outright pilferage by the collecting agency	3.68	0.87	Agree
12.	Lack of capacity to utilize funds	2.76	0.69	Agree
13.	Unnecessary political interference	3.23	0.71	Agree
<b>Cluster Mean</b>		<b>2.94</b>		<b>Agree</b>

Data in Table 2 reveal that the respondent agreed that all items 1-13 with mean ratings ranging from 2.68 to 3.80 were the challenges hampering the realization of the objectives of Tertiary Education Trust Fund in the development of business education programme for sustainable development in Anambra State. Furthermore the standard deviations scores show that the respondents' opinions are close. The cluster mean of 2.99 indicate that business educators perceive insufficient funds, unfavourable government policy which limits the capacity of the fund, Lack of proper supervision of the activities of the TETFUND, lack of synergy between the TETFUND and the benefiting institutions and leakages of money accruable to the Fund as a result of outright pilferage by the collecting agency among others were some of the challenges hampering the realization of the objectives of the Tertiary Education Trust Fund in the development of business education programme for sustainable development in Anambra State.

**Hypothesis 1**

Business educators' did not significantly differ in their mean ratings on the contributions of Tertiary Education Trust Fund in the development of the business education programme for sustainable development in Anambra State based on years of experience (0-5 years, 6-10years and Above 10 years).

**Table 3: Analysis of Variance(ANOVA)of the Mean Ratings of Respondentson the Role of Tertiary Education Trust Fund in the Development of the Business Education Programme for Sustainable Development in Anambra State based on Years of Experience**

Source	Sumof Squares	df	Mean Square	F-ratio	F-crit	Remark
Between groups	.137	2	.068			
Within groups	167.232	101	.801	.085	3.09	NS
<b>Total</b>	<b>167.369</b>	<b>103</b>				

Data in Table 3 reveal that calculated F- ratioof.085at0.05levelofsignificance and at 2 and 101 degree of freedom isles than the F-crit of3.09. Sincethef- ratioof.085is less than the f-critical value of 3.09, the null hypothesis is accepted. Thus, business educators' did not significantly differ in their mean ratings on the role of Tertiary Education Trust Fund in the development of

the business education programme for sustainable development in Anambra State based on years of experience

**Hypothesis 2**

Business educators’ did not significantly differ in their mean ratings on the challenges hampering the realization of the objectives of Tertiary Education Trust Fund in the development of business education programme for sustainable development in Anambra State based on years of experience (0-5 years, 6-10years and Above 10 years).

**Table 4: Analysis of Variance(ANOVA)of the Mean Ratings of Respondentson the Role of Tertiary Education Trust Fund in the Development of the Business Education Programme for Sustainable Development in Anambra State based on Years of Experience**

Source	Sumof squares	df	Mean Square	F-ratio	F-crit	Remark
Between groups	.107	2	.075			
Withingroups	122.409	101	.710	.076	3.09	NS
<b>Total</b>	<b>122.516</b>	<b>103</b>				

Data in Table 4 reveal that calculated F- ratioof.076at0.05levelofsignificance and at 2 and 101 degree of freedom is less than the F-crit of3.09. Sincethef- ratioof,076is lessthanthe f-critical value of 3.09, the null hypothesis is accepted. Thus, business educators’ did not significantly differ in their mean ratings on the challenges hampering the realization of the objectives of Tertiary Education Trust Fund in the development of the business education programme for sustainable development in Anambra State based on years of experience.

**5. DISCUSSION OF FINDINGS**

Findings on the first research question revealed that TETFUND have not contributed much in developing the business education programme for sustainable development in Anambra State. Findings further showed that business educators in Anambra State were of the opinion that TETFUND have not contibuted in areas such as constructing of lecture rooms for the business education programme, provision of work tools and equipment for practical lessons in the business education laboratories, Provision of modern information and communication technology facilities in the business education programme, Making available funds to business educators for research studies, Provision of up-to-date quality textbooks in the business education library and Sponsoring business educators for conferences nationally and internationally among others in the development of the business education programme for sustainable development. This finding is in agreement with Adavbiele (2016)<sup>7</sup> who found that the tertiary education trust fund has not done enough in providing laboratories, equipments, teaching aids and the development of academic staff in tertiary institutions in Nigeria. Ajigo and David (2018)<sup>8</sup> further elucidated the lack of impact of TETFUND in the development of tertiary

education programmes like the business education in the failure of Nigerian tertiary institutions to produce quality graduates which is reflective of the failure of the system to meet the demands and needs of students and lecturers. Adavbiele (2016)<sup>7</sup> further opined that wastages in the administration of fund seem to have affected their capacity to carry out their role of providing and maintaining physical infrastructure for teaching and learning, instructional material and equipment, providing funding for research and publication, academic staff training and development. Nagbi and Micah (2019)<sup>4</sup> held that despite the introduction of TETFUND, tertiary institutions in Nigeria are still saddled with problems of continuous degradation of infrastructure, no adequate classroom for learning, no equipped library for research and lack of funding for staff training. Further findings also revealed no significant difference in the mean ratings of business educators on the role of the Tertiary Education Trust Fund in the development of the business education programme for sustainable development in Anambra State based on years of experience. This indicates that business educators regardless of their years of work experience opined that the TETFUND has not actively carried out their role in the development of the business education programme in tertiary institutions for sustainable development in Anambra State.

Findings on the second research question reveal that business educators perceive insufficient funds, unfavourable government policy which limits the capacity of the fund, Lack of proper supervision of the activities of TETFUND, lack of synergy between the TETFUND and the benefiting institutions and leakages of money accruable to the Fund as a result of outright pilferage by the collecting agency among others were some of the challenges hampering the realization of the objectives of the Tertiary Education Trust Fund in the development of business education programme for sustainable development in Anambra State. These findings are in line with Onyeike and Eseyin (2014)<sup>9</sup> who found that some of the problems affecting the TETFUND include insufficient funding, political interference, lack of synergy between TETFUND and the benefiting institution, lack of proper monitoring and inspection of the Fund, government policy and overloading of responsibilities. This vie is also supported by Ajigo and David (2018)<sup>8</sup> who noted that TETFUND has failed in achieving its aim because of issues which has to do with poor funding, lack of compliance to their two (2) percent contributions to the fund by registered companies, embezzlement of funds accrued, poor government policy and nepotism which has led to selective approval of funds to just close friends and allies. Findings further reveal that business educators' did not significantly differ in their mean ratings on the challenges hampering the realization of the objectives of Tertiary Education Trust Fund in the development of the business education programme for sustainable development in Anambra State based on years of experience.

## 6. CONCLUSION

Based on the findings of the study, the researcher concludes that the tertiary education trust fund has failed in its role of ensuring the development of the business education programme in tertiary institutions in Nigeria. This seems to have resulted in the reduction in the quality of the education services delivered in the tertiary institutions. However, it has been observed that some factors like government policy, insufficient funding, embezzlement of funds and lack of

proper inspection and supervision may have hampered the Funds abilities to adequately offer assistance to the business education programme. It therefore becomes imperative that adequate measures are put forward to reinvigorate the TETFUND to meet its stated objectives which will go a long way in improving the quality of the business education programme and ultimately ensuring sustainable development in Anambra State in particular and Nigeria in general.

## 7. RECOMMENDATIONS

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

1. Periodic auditing should be carried out to ensure the execution of projects for which money has been spent.
2. Potential beneficiary institutions should be mandated to present and defend their proposed projects before grants are released for the execution of those projects.
3. The activities of the TETFUND and benefiting tertiary institutions should be made public either through a compendium or a report which could be published annually or monthly.
4. The two per cent education tax levied on the assessable income of corporations working in Nigeria should be diligently and dutifully remitted to government coffers for delivery to the country's ever-growing tertiary institutions.
5. The TETFUND can also enter into partnerships with private organizations for the provision of funds, technical and professional support in relation to academic staff training and development.

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