

TETFund intervention and development of university libraries in South-East, Nigeria

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Abstract

The research work focused on the contribution of Tertiary Education Trust Fund (TETFund) intervention to the development of university libraries in South-East, Nigeria. Four research questions were answered in the study. A descriptive research design was adopted for the study. The instrument used in data gathering was questionnaire. The population comprised the 10 university librarians in public universities in South-East, Nigeria. The instrument was validated by experts and the reliability ascertained using the Richard Kuderson 21 with a coefficient value of 0.86. Data collected were analyzed using frequencies and percentages. The findings revealed that the university libraries in South-East, Nigeria have been able to acquire information resources such as new encyclopedias and other reference sources through TETFund intervention, staff in the libraries have benefited from TETFund sponsored staff development programmes, the Fund has contributed to physical infrastructure in the libraries, research and publications of books and journals executed by library staff in university libraries in South-East Nigeria have been sponsored through TETFund intervention. The study recommended that TETFund should increase its current allocations to institutions to enhance university library development. The funding situation of Nigerian university libraries needs to be reviewed by the government periodically with a view to ensuring proper financing at all-time.

Keywords: Tertiary Education Trust Fund, TETFund intervention, university library development, South-South, Nigeria

Introduction

Over the years, universities worldwide are seen to be an important agent in the development of any nation. The teaching, learning, and research programmes are carried out by the universities in order to achieve national development. Such programmes provide the necessary high-level manpower for the achievement of social, economic and political progress of nations. This laudable objective of the universities cannot be actualized without proper access to existing information which conventionally is provided by vibrant library.

Libraries are often considered the most important organ of universities because students and researchers conducting research within any

conceivable academic discipline rely heavily on the collection of university libraries which reflect a vast range of interests and formats (Obi, 2004). The library as the university's central organ, is supposed to be properly supported financially. Adequate funding should be considered a basic necessity for the effective development of academic libraries. In this respect, it must be recognized that funds are needed for the development of the library building, collection development, staff training, and provision of library infrastructure. But poor funding has affected university libraries as they do not receive direct grants; rather they share from their parent's organizations financial resources

which come mainly from Government (Anyanwu & Akanwa in Anafulu, 2006).

The effects of global economic depression and its inflation necessitated the Nigerian Governments advice on all universities to generate their own revenue by annual incremental steps of 5% (Akindojutimi, Adewale, & Omotayo, 2010). In compliance with this advice, many universities have moved rapidly to establishing commercial outfits and ensure that revenue generating units such as bookshops, printing presses and publishing are self-financing. The amount of money realized through these sources as ascertained by Ayoola in Patrick (2009), is usually not sufficient to sustain the library's mandates and functions. This poor fund generation had made university library task to be ineffective (Anafulu, 2006).

Concerned by this deteriorating situation of Nigerian university libraries, the Federal Government decided to set up the 'Education Tax Fund' (ETF). The Education Tax Fund was established in 1993 under Act No. 7 of 1993 as a Tax Fund and was amended by Act No. 40 of 1998 with the mandate of using funding with project management to improve the quality of higher education and library development in Nigeria (TETFund, 2011). This mandate was faithfully discharged until May 2011 when the ET Act was repealed and replaced by the Tertiary Education Trust Fund Act, due to lapses and challenges in operating the Education Trust Fund. According to the TETFund Act (2011), the funds are disbursed specifically for the provision or maintenance of: Essential physical infrastructure for teaching and learning; Institutional material and equipment; Research and publications; Academic staff training and development; and 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

In an ideal situation, the intervention is supposed to be geared towards ensuring the funding of university's critical demands targeted in making available the needed information resources and e-collection for the development of the nations university's libraries (Agunbiade, 2006). Also, there is supposed to be sufficient budget for provision of essential physical infrastructure such as library furniture, library shelves, book racks and catalogue cabinet as well as renovation and construction of library building (Abubakar in Bamiro, 2012). The research and publications funding is supposed to be regular with easy access to the funds by librarians to carry out researches in critical areas (Anafulu, 2006) and publish same for increased academic literatures that will support the development of the university libraries. The sponsorship of library staff to acquire higher training in relevant fields that will boost their knowledge of current trends in the profession is supposed to be timely in line with the emerging ICT innovations (Adanu, 2007). These ideal situations are essential for the improvement and maintenance of standards in the institutions library development.

In recent time, the status in South-East university libraries had shown that there is poor and insufficient quantity of information resources therein (Ogundu & Nwokoye, 2013). Some of these university libraries do not have enough quantity of information resources to cater for their numerous users. There is also deficiency in number of library staff that had benefited in the staff development programmes of their respective universities (Orji & Sunny, 2010). This may be due to poor funding support. The physical infrastructures of most university libraries are not sufficient and not up to date with the current trends in providing library services (Rufai, 2012). The level of research and publications done by librarians and library staff in these university libraries are not either current or

lacked adequate finance or sponsorship to enable them to be objective (Oduwole & Ikhizana, 2007). Based on the above assertions, there is need to determine TETFund intervention on the Development of University Libraries in South-East Nigeria.

Statement of the problem

TETFund was established as an intervention to fill gap in university library development by providing funding for her overall development. Regrettably, it has been noticed that the quantity of information resources in most university libraries is insufficient as they do not have enough information resources for their numerous users (Ogundu, & Nwokoye, 2013). Accessing the funds for the staff development programmes and research and publications (journal and articles) have not been easy and hence, the poor number of beneficiaries for training and research publications. Most physical infrastructure of university libraries have decayed and the available ones are not sufficient to meet up the regular usage requirement and demands of users. Although TETFund has provided funds for university libraries through its intervention, there are still noticeable problems in accessing and utilizing these funds for the university library development. These have further brought about poor attainment of the library's objectives towards the institution's academic objectives. With the foregoing scenario, there is therefore the need to determine TETFund intervention contribution to the development of university libraries in the South-East, Nigeria.

Purpose of the study

The purpose of the study is to determine TETFund intervention contribution to the development of university libraries in South-East Nigeria.

Research questions

The following research questions guided the study:

1. What are the information resources acquired through TETFund intervention in university libraries in South-East Nigeria?
2. How have library staff in the university libraries in South-East, Nigeria benefited from the TETFund sponsored staff development programmes?
3. What are the TETFund contributions to physical infrastructure in the university libraries in South-East, Nigeria?
4. What are the type of research and publications done by library staff through TETFund intervention in university libraries in South-East, Nigeria?

Literature review

For a long time, Nigerian university libraries, and indeed libraries in the other sectors of education, have faced series of constraints in their service delivery efforts. These problems are largely due to poor economy, inadequate funding and misappropriation of funds meant for library services and development (Anafulu, 2006). The Government of the Federal Republic of Nigeria was worried by these developments which have always led to insufficient services and sometimes, non-provision of essential information materials. Thus, the federal government had to come up with intervention measures to make information materials available for research and teaching (TETFund Act, 2011). One of such measure according to Odusanya and Osinulu (2004) was the Federal Government agreement with the Academic Staff Union of Universities (ASUU) in 1992, to increase the total University Library budgetary allocation to 10% of the recurrent allocation. Abubakar (2001) attest that there has been no significant improvement in the services and the development of the libraries as economic inflation rendered it almost

useless. This according to Ekoja (2003) was because, while in 1993 the average cost of a book from overseas was N50, today the average cost of such book is N8, 000. Also, Ekoja (2003) identified other three intervention measures by the Government. They were The World Bank Federal Universities Development Sector Adjustment Credit, the Petroleum (Special) Trust Fund (PTF) National Educational Materials Procurement Programme and the Education Tax Fund (ETF).

As a result of the growing concern of the constraints in developing university libraries, the Federal Ministry of Education, using the National University Commission (NUC), decided to work with the World Bank, to identify the problems and proffer solution(s). At the end, according to Balarabe (1995), an agreement was reached between Federal Ministry of Education, the World Bank, the NUC and the Committee of Vice-Chancellors of Federal Universities that a World Bank restructuring loan was desirable for the Federal Universities in order to address the shortage of books and journals; inadequacy of staff at the desired levels; maintenance of equipment; purchase of new equipment, spare parts, laboratory supplies; and provision of more academic space. Eventually according to Balarabe, the credit of \$120 million was approved which became effective on October 12, 1990. Of this amount, according to Ekoja (2003), 43%, i.e. \$51.6 million, was for the procurement of library books, journals, equipment, etc, the receipt of which began in 1993 by Federal University Libraries. Abubakar (2001) believed that, despite these resources committed for this exercise, the facility did not have required impact on the existing facilities, resources and services of the Universities before the arrangement was truncated in 2006. In the same vein, Balarabe stated that University Libraries under-utilized their allocations due to some technical problems associated with

journal selection, subscription and procurement. The most disturbed issue about the World Bank facility which was meant to last for three years as Ekoja (2003) puts it, was that, seven years into its existence, University Libraries only received the first of the three tranches they were to receive in three years.

Another intervention programme of the government was the Petroleum (Special) Trust Fund (PTF). The Petroleum (Special) Trust Fund (PTF) was established as an intervention organ to complement the federal government efforts in the provision of socio-economic projects and services vide Decree 25 of 1994 (PTF, 1998). The Fund had, among other programmes, the Educational Materials Procurement Programme, which included the purchase of books for distribution to libraries of educational institutions. The beneficiaries of this programme included the 40 federal and state universities, three language centers and the National Mathematical Centre. These institutions received several thousands of volumes of books and stationery items through the National Universities Commission in December, 2000 and February, 2001 (NUC, 2001). Its impact according to Ekoja (2003) was to some extent, felt positively in terms of library development and other educational infrastructural developments. Like any other intervention agencies in Nigeria, the fund was scraped prematurely.

ETF on the other hand, was established as an intervention measure to complement statutory allocations for education which were inadequate. It was established under the Education Tax Act No. 7 of 1993 and later amended by Act No. 40 of 1998. The Act imposes a tax obligation of 2% on the assessed profits of all companies registered in Nigeria. The proceeds of ETF are shared for university education (25%), polytechnic education, (12.5%), colleges of education (12.5%), secondary education (10%) and primary education (40%). As at 2001, ETF had

netted N32 billion (US\$ 400 million) and from the year 2000 the Government had directed that 5% of all accruable ETF proceeds be allocated for library development and be specifically disbursed for that purpose (TETFund, 2015).

The tax fund has among its objectives, to stimulate support and enhance improvement activities in educational foundation areas like teacher education, teaching practice, library collection development, library building, research and publication (Odusanya & Osinulu, 2004). Justifying these objectives, Ehikhamenor (2010) reported the positive impact of the Fund's intervention measures on collection development at University Libraries.

Methods

The study employed the descriptive survey design. The population comprised all the university librarians in the ten (10) public universities in South-East, Nigeria. The instrument used to collect data for this study was the questionnaire entitled: 'TETFund Intervention and Development of University Library Questionnaire (TIDULQ)'. 10 copies of the instrument were distributed and retrieved. The instrument was validated by three experts. The reliability co-efficient of the instrument was established using Richard Kudarson 21. A reliability co-efficient of 0.86 was obtained from the analysis and was considered highly reliable for the study. Data collected were analyzed using percentages and frequencies.

Findings and discussion

Research question one: What are the information resources acquired through ETF intervention in university libraries in South-East, Nigeria?

This research question is answered with the data in Table 1

Table 1 shows that TETFund intervention has helped the libraries to acquire

magazine, journals, databases, newspaper, library catalogue, books, encyclopedias, dictionaries, manuscripts and special collections, ICT resources, e-journals and e-books except for patents and grey literatures which were not provided through TETFund.

Research question two: How have library staff in the university libraries in South-East, Nigeria benefited from the TETFund sponsored staff development programmes?

This research question is answered with the data in Table 2

Table 2 indicates that library staff have benefited through ETF sponsorship to conferences and workshops, in-service training and postgraduate studies.

Research question 3: What are the TETFund contributions to physical infrastructure in the university libraries in South-East, Nigeria?

This research question is answered with the data in Table 3

Table 3 indicates an agreement that ETF has contributed to renovation of library building, provision of shelves, provided reading tables/chairs, provided catalogue cabinet for libraries, provision of library furniture, provided computer systems and provided generator/inverter for 24/7 light in the library.

Research question 4: What are the type of research and publications done by library staff through TETFund intervention in university libraries in South-East, Nigeria? The data in Table 4 are used to answer this question.

Table 4 reveals that TETFund has sponsored research work by library staff, sponsored book publication and has sponsored journals publication by library staff.

Table 1: Percentage ratings on information resources acquired through TETFund intervention by the universities in South-East, Nigeria

S/N	Information resources	ATT	%	NATT	%	Remark
1	Magazine	10	100	-	-	Acquired
2	Journals	10	100	-	-	Acquired
3	Database	8	80	2	20	Acquired
4	Newspaper	7	70	3	30	Acquired
5	Library catalogue	8	80	2	20	Acquired
6	Books	10	100	-	-	Acquired
7	Encyclopedias	9	90	1	10	Acquired
8	Dictionaries	7	70	3	30	Acquired
9	Manuscripts and Special Collections	6	60	4	40	Acquired
10	Patents	-	-	10	100	Not Acquired
11	ICT resources	10	100	-	-	Acquired
12	Grey Literatures	2	20	8	80	Not Acquired
13	e-journals	10	100	-	-	Acquired
14	e-books	10	100	-	-	Acquired

Key: **ATT**= Acquired Through TETFund; **NATT**= Not Acquired Through TETFund

Table 2: Percentage ratings on library staff benefit from TETFund sponsored staff development programmes by the universities in South-East Nigeria

S/N	Staff development programmes	Frequency	%	Remark
1.	Library staff has benefited through ETF sponsorship to Conferences	7	70	Agree
2.	Library staff has benefited through ETF sponsorship to Workshops	7	70	Agree
3	ETF has sponsored library staff to Presidential Special Scholarship for Innovation and Development (PRESSID)	2	20	Disagree
4.	Library staff has been provided with Linkage with Experts and Academics in Diaspora Scheme (LEADS) through ETF sponsorship	1	10	Disagree
5.	TETFund has sponsored In-service training for Library staff	6	60	Agree
6.	TETFund has sponsored postgraduate studies of library staff	8	80	Agree

Table 3: Percentage ratings on TETFund contributions on physical infrastructure by the universities in South-East Nigeria

S/N	Physical Infrastructure	Frequency	%	Remark
1.	TETFund has contributed to renovation of library building	7	70	Agree
2.	TETFund has contributed to construction of library building	3	30	Disagree
3.	TETFund has contributed to provision of shelves	8	80	Agree
4.	TETFund has provided reading tables/chairs	8	80	Agree
5.	TETFund intervention has provided catalogue cabinets for libraries	7	70	Agree
6.	There has been provision of library furniture through TETFund intervention	8	80	Agree
7.	TETFund has contributed to provision of book racks	4	40	Disagree
8.	TETFund has supported universities with funds which have enabled universities to set up OPAC for their library	3	30	Disagree
9.	TETFund has contributed to provision of Digitalization/ automation equipment	3	30	Disagree
10.	TETFund has provided computer systems	6	60	Agree
11.	Bindery equipment has been provided to university library through TETFund intervention	2	20	Disagree
12.	Internet connectivity with bandwidth payment has been provided by TETFund	2	20	Disagree
13.	TETFund has provided Generator/inverter for 24/7 light in the library	6	60	Agree

Table 4: Percentage ratings on Research and publications by library staff through TETFund by the universities in South-East Nigeria

S/N	Research and publications	Frequency	Mean	Remark
1.	TETFund has sponsored research work by Library staff	7	70	Agree
2.	TETFund has sponsored book publication by Library staff	6	60	Agree
3.	TETFund intervention has sponsored Journals publication by Library staff	7	70	Agree
4.	Monographs by Library staff have been sponsored by TETFund intervention	4	40	Disagree
5.	TETFund has sponsored investigative studies on university development by Library staff	2	20	Disagree

Conclusion

The study was carried out to determine the contribution of TETFund intervention to the development of university libraries in South-East, Nigeria. If the objectives of the university are to be met, TETFund

intervention should be reviewed for sufficient funding to enhance development of university libraries.

Based on the findings of the study, it can be concluded that there is need for university libraries in South-East, Nigeria

to be provided with sufficient fund through TETFund intervention to enable them acquire different formats of information resources. Also, library staff in university libraries in South-East Nigeria can benefit from all TETFund sponsored staff development programmes including the Presidential Special Scholarship for Innovation and Development (PRESSID) and Linkage to Experts and Academics in Diaspora Scheme (LEADS). Relatedly, TETFund contribution to physical infrastructure in university libraries in South-East Nigeria should also include sponsorship for construction of a new library building, provision of book racks, OPAC for university library, digitalization/automation equipment, bindery equipment and internet connectivity with bandwidth payment. Furthermore, research and publications of books and journals done by library staff in university libraries in South-East, Nigeria as sponsored through TETFund intervention should include monographs and investigative studies on university development by Library staff. The following recommendations have been made in light of the findings:

1. University libraries in South-East, Nigeria should device alternative means to acquire the information resources that were not provided through TETFund intervention. They can establish a co-operative network with other TETFund benefiting institutions to facilitate resource sharing among the libraries.
2. Library staff should follow the guidelines for securing TETFund sponsorship. The library management should source for other funding avenues that will provide the trainings for its staff that were not covered by TETFund intervention.

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