



TETFund Intervention in Library Development: The Case of Ladoke Akintola University of Technology

Solomon Olusegun Oyetola

Olusegun Oke Library,
Ladoke Akintola University of Technology,
Ogbomoso, Oyo State, Nigeria
sooyetola@lautech.edu.ng

Bolaji David Oladokun

Department of Library and Information Technology,
Federal University of Technology, Akwa Ibom State, Nigeria
Bolaji.oladokun@yahoo.com

Modupe Aduke Aboyade

University Librarian,
Ekiti State University, Ekiti State, Nigeria
maaboyade@lautech.edu.ng

Abstract

The study assessed the extent of TETFund intervention in library development at Ladoke Akintola University of Technology, Oyo State of Nigeria. The objectives were to evaluate the extent of TETFund's involvement in providing information resources, staff training, and library facilities at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria. Two research hypotheses guided the study. A descriptive survey method was employed, targeting library staff. The study's population comprised 50 library staff of Olusegun Oke Library, and a census sampling technique was employed. Data was collected through questionnaires and analyzed using descriptive and inferential statistics. Frequency counts, percentages, mean, standard deviation, and Pearson Product Moment Correlations were used to answer the research questions and hypotheses, respectively. Findings indicated that while TETFund significantly contributed to audiovisual materials, magazines, technical reports, and seminar papers, fundamental resources like textbooks and journals were less prioritized. The study concluded that TETFund's intervention has been beneficial but not comprehensive, highlighting the need for a more balanced approach in resource allocation. The study, among others, recommends that TETFund administrators and university authorities should prioritize the allocation of resources towards acquiring fundamental information resources such as textbooks and journals.

Keywords: Library, management, TETFund, intervention, library development.

Introduction

University libraries house a diverse range of materials, including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet/email resources, videos, tapes, cassettes, diskettes, magnetic disks, computers, and microforms. These resources support education, enjoyment, and entertainment, and provide spaces for independent study, computer use, audio-visual resource access, special events, book clubs, research, recreation, teaching, and learning (Abdussalam et al., 2021; Yemi-Peters et al., 2023).

However, academic libraries often struggle with inadequate financial resources, hindering their ability to offer a broad range of communication technologies essential for quick information retrieval from both local and remote databases. They face challenges in designing modern information services, maintaining buildings and equipment, training staff, and covering operational costs. To address these issues, the federal government established the Tertiary Education Trust Fund (TETFund) through a National Assembly Act in June 2011. Funding has become a critical issue for the efficient service delivery of academic libraries and information centers in Nigeria, necessitating alternative sources of support such as TETFund interventions, donations, and gifts (Anelobi & Agim, 2019).

TETFund is an intervention agency established to provide supplementary support to all levels of public tertiary institutions in Nigeria. Its primary objective is to use funding and project management to rehabilitate, restore, and strengthen tertiary education (Bamigboye and Okonredo-Adegbe, 2015). TETFund is responsible for imposing, managing, and disbursing the 2% education tax collected from the assessable profits of companies registered in Nigeria, a task carried out by the Federal Inland Revenue Service. Effective utilization of TETFund resources in Nigerian educational institutions, including academic libraries, could significantly enhance the collection of information resources in these libraries.

Information resources in a library include both print and non-print materials, as well as electronic resources (Ireola et al., 2019). Print materials encompass textbooks, journals, periodicals, encyclopedias, and dictionaries. Non-print resources include audiovisual materials, e-books, e-journals, and internet resources, all of which are crucial for library patrons. According to Lolade and Daramola (2017), the core of a library is its collection, as libraries are fundamentally mandated to stock information materials that meet the needs of their users. In terms of human resources, TETFund interventions play a critical role in enhancing staff development. Many staff members in Nigerian tertiary institutions have received local and international training funded by TETFund, highlighting staff development as one of the key benefits of TETFund support (Ezeali, 2019).

TETFund is instrumental in infrastructural development, particularly in modernizing and enhancing information and communications technologies (ICTs), acquiring modern library equipment, and procuring recent books and non-book materials. Ubah (2016) notes that TETFund interventions were introduced to boost infrastructural and human capital development in educational institutions. For this to be fully realized, libraries must not be overlooked. However, several challenges impede TETFund's effective financing of academic libraries. After receiving funds from TETFund, some school management teams struggle to allocate the necessary proportion to their libraries, hindering development. Additionally, even when funds are allocated, effective utilization can be problematic due to a lack of professional

training among some library staff. Library development in countries like Nigeria is particularly challenging due to insufficient official support and dwindling financial allocations. The acquisition of resources is fundamental for library development, but federal funding, which provides crucial support through parent institutions, is often inadequate. Ohadinma (2015) identifies a lack of funding as the principal challenge for most Nigerian tertiary institutions, limiting their ability to achieve high global rankings.

Omosidi et al. (2023) observed that as long as the government remains the primary funding source, funding gaps will persist due to the increasing number of government-funded organizations. Libraries, like other institutional arms, are striving to source additional funds. According to Ogechukwu and Ngozichi (2020), many Nigerian libraries, including those in tertiary institutions, rely entirely on government funding, which is now insufficient. This reliance has hindered academic libraries from developing effective acquisition programs, making TETFund crucial for library resource development.

Problem Statement

Libraries are essential in institutions of higher learning, serving as vital social institutions that, while not generating funds, require adequate funding to provide necessary information resources, facilities, effective services, and staff training. TETFund was established to assist in funding higher education institutions in Nigeria. This should theoretically resolve funding issues for public higher education institutions and their libraries. However, in practice, academic libraries are still not fully benefiting from this funding.

The quantity of information resources in most university libraries remains insufficient to meet the needs of their numerous users (Yemi-Peters et al., 2022). Many studies, including those by Abdussalam et al. (2021), Christianah and Olufunmilola (2023), and Odili (2021), have observed that accessing funds for staff development programs, research, and publications is challenging, resulting in a limited number of beneficiaries. Additionally, the physical infrastructure of university libraries is often decayed and inadequate to meet user demands. Despite TETFund's financial support, issues in accessing and effectively utilizing these funds persist, hindering the achievement of library objectives in alignment with academic goals.

Given this situation, it is essential to assess the contributions of TETFund intervention programs to library development at Ladoke Akintola University of Technology, Oyo State, located in the Southwest region of Nigeria. This study aims to examine the extent of TETFund intervention in the provision of information resources, evaluate the extent of TETFund intervention in sponsoring staff training, determine the extent of TETFund intervention in providing library facilities, and identify the challenges in accessing TETFund interventions at Olusegun Oke Library of the Ladoke Akintola University of Technology.

Research Questions

The following research questions guided the conduct of the study:

1. What is the extent of TETFund intervention in the provision of information resources in Olusegun Oke Library?
2. What is the extent of TETFund intervention in the sponsorship of staff training in Olusegun Oke Library?

3. What is the extent of TETFund intervention in the provision of library facilities in Olusegun Oke Library?
4. What are the challenges accessing TETFund interventions in Olusegun Oke Library?

Research Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance:

1. There is no significant relationship between the Extent of TETFund Intervention in the provision of information resources and the Extent of TETFund Intervention in Staff Training at Olusegun Oke Library, Ladoke Akintola University of Technology
2. There is no significant relationship between the extent of TETFund intervention in staff training and extent of TETFund intervention in the provision of library facilities at Olusegun Oke Library, Ladoke Akintola University of Technology

Literature Review

Academic libraries are pivotal in achieving the goals of tertiary institutions, as they are integral to providing for the academic, intellectual, and information needs of students (Ogechukwu & Ngozichi, 2020). High-quality library and information services are essential for research, teaching, and learning (Inyang & Igwechi, 2015). Lolade and Daramola (2015) emphasize that academic libraries significantly contribute to knowledge generation. The vast array of information resources offered by libraries makes them vital learning environments within universities (Godwin, 2017; Irenoa et al., 2019).

In Nigeria, many academic libraries benefit from the timely intervention of the Tertiary Education Trust Fund (TETFund). Established to provide supplementary support to all levels of public tertiary institutions, TETFund aims to use funding and project management to rehabilitate, restore, and consolidate tertiary education in Nigeria (Bamigboye & Okonedo-Adegbe, 2015). Initially formed as the Education Trust Fund (ETF) by the Education Tax Act No. 7 of 1993, and amended by Act No. 40 of 1998, it evolved into TETFund in 2011 to address various challenges faced by the initial agency (Adesulu, 2014; Ezeali, 2019). TETFund addresses the challenges of public tertiary institutions in Nigeria, aiming to combat insufficient facilities and other issues (Ohadinma, 2015; Odili, 2021). The Federal Inland Revenue Service (FIRS) manages the fund, which collects and remits the education tax. The disbursed funds are used for the general improvement of education in federal and state tertiary institutions, specifically for essential physical infrastructure for teaching and learning; instructional materials and equipment; research and publication; academic staff training and development; and any other critical needs for maintaining and improving standards in higher education (Onyeneke & Ahaneku, 2021).

TETFund has made significant interventions in the development of academic libraries across Nigeria. TETFund funds have been utilized to procure numerous current local and foreign textbooks, journal materials, and other publications in academic libraries, particularly during accreditation processes (Abdussalam et al., 2021; Ubah, 2016). According to Bamigboye and Okonedo-Adegebe (2015), TETFund is commonly used to select and acquire information resources in academic libraries, with many higher education institutions relying on

it to purchase books and non-book materials, especially during accreditation exercises. Yemi-Peters et al. (2022) outline various library projects funded by TETFund under the library development program, including library computerization, provision of books, journals, reading materials, equipment such as binding materials, and even construction of library buildings. This demonstrates the significant benefits academic libraries have derived from TETFund financing, enhancing the effectiveness of collection development in universities, polytechnics, and colleges of education (Ohadinma, 2015; Omosidi et al., 2023).

For a considerable period, Nigerian university libraries, along with libraries in other educational sectors, have encountered various constraints in their service delivery efforts (Godwin, 2017; Irenoa et al., 2019; Yemi-Peters et al., 2022). These challenges largely stem from the poor economy, inadequate funding, and mismanagement of funds allocated for library services and development (Yemi-Peters et al., 2022). The Federal Government of Nigeria became concerned about these issues, which often resulted in insufficient services and a lack of essential information materials (Odidi, 2021). Consequently, the government implemented intervention measures to ensure the availability of information resources for research and teaching, as mandated by the TETFund Act of 2011 (Anaeolobi & Agim, 2019). One such measure, as noted by Anaeolobi and Agim (2019), was the agreement with the Academic Staff Union of Universities (ASUU) in 1992 to allocate 10% of the recurrent allocation to university library budgets. However, despite these efforts, there has been limited improvement in library services and development due to economic inflation, rendering them nearly ineffective (Odidi, 2021).

Empirical Studies

Onyeneke and Ahaneku (2021) examined the impact of TETFund intervention on the provision of library resources in academic libraries located in Imo State, Nigeria. The study was guided by four research questions and three null hypotheses. Employing a survey research design, the researchers utilized a questionnaire as the primary data collection instrument. The study population consisted of 105 professional and para-professional library staff from two universities in Imo State. The findings indicated a high level of TETFund intervention in the provision of information resources at the universities under investigation. Recommendations included advocating for government ministries to monitor TETFund activities to ensure equitable distribution of benefits among universities, simplifying TETFund processes, and organizing conferences to educate institutions on accessing funding opportunities.

In a separate study, Godwin (2017) investigated the impact of grants-in-aid, the Tertiary Education Trust Fund (TETFUND), and donations/gifts as alternative funding sources for supporting academic libraries in Cross River State, Nigeria. Utilizing a survey design, the study revealed that grants-in-aid and donations/gifts played significant roles in funding academic libraries. However, librarians were not fully utilizing these funding avenues for collection development. The author recommended increased efforts to explore these funding sources and emphasized the importance of training librarians in grant proposal writing to enhance their pursuit of such options.

Anaelobi and Agim (2019) focused on examining TETFund intervention and its effect on the development of university libraries in the South-East region of Nigeria. Using a descriptive research design, the study answered four research questions. Data were collected via a questionnaire administered to 10 university librarians in public universities in the South-East. Analysis was conducted using frequencies and percentages, revealing that TETFund intervention facilitated the acquisition of information resources, staff development programs, improvement of physical infrastructure, and support for research and publications in university libraries. Recommendations included increasing TETFund allocations to enhance library development and periodic government reviews to ensure adequate financing of Nigerian university libraries.

Yemi-Peters et al. (2022) conducted a study to explore the impact of TETFund intervention on library development at Prince Abubakar Audu University in Anyigba, Nigeria. Employing a descriptive survey method, the study targeted 61 library staff members from Dr. Aliyu Oba Library. Out of the 61 questionnaires distributed, 54 were returned, yielding an 88.5% response rate. The study formulated four research questions aligned with its objectives. Statistical analysis relied on simple percentages and mean scores. Findings revealed significant TETFund interventions in various aspects, including the provision of textbooks, journals, e-resources, and facilities such as display stands, office furniture, computers, and multimedia equipment. Challenges in accessing TETFund intervention ranged from internal politics to bureaucratic processes. The study recommended sustaining TETFund interventions in information resource provision and advocated for equitable sponsorship of staff training.

Ogechukwu and Ngozichi (2020) investigated TETFund interventions and capacity building for librarians in public university libraries in the South-East region of Nigeria. Employing a descriptive survey research design, the study targeted 180 respondents selected randomly from ten public university libraries in the Southeast. Data were collected using a structured questionnaire, and validated for reliability and validity. The analysis involved descriptive and inferential statistics, with hypotheses tested using parametric Chi-square tests at a 5% significance level. Results indicated a significant role of TETFund intervention in capacity building for librarians, contributing to their effectiveness in discharging duties. The study recommended increasing the number of librarians benefiting from TETFund capacity-building interventions through enhanced agency funding.

Similarly, Omosidi et al. (2023) investigated the impact of tertiary education trust fund (TETFUND) interventions on the productivity of lecturers in government-owned Colleges of Education in Kogi State, Nigeria. Employing a descriptive study design, the study targeted lecturers and management staff in selected Colleges of Education in Kogi State. Descriptive statistics such as mean and standard deviations were used to analyze the seven research questions posed in the study. Findings revealed moderate interventions by TETFund in staff training and development, research, academic growth, instructional facilities, library development, and physical infrastructure. These interventions significantly impacted the productivity of lecturers in government-owned Colleges of Education in Kogi State. The study recommended that the management of government-owned Colleges of Education in Kogi State intensify efforts to meet all requirements for accessing and releasing approved funds from TETFund.

Christianah and Olufunmilola (2023) assessed the impact of TETFund interventions on the job performance of academic staff in public universities in Southwest, Nigeria. Employing a descriptive survey research design, the study targeted 11,864 academic staff members in Nigerian public universities. A sample of 927 lecturers, including Heads of Departments (HODs), was selected. Data were collected using a questionnaire, and all hypotheses were tested at a significance level of 0.05. Research questions were answered using frequency counts, mean, and standard deviation, while hypotheses were tested using the Pearson Product Moment Coefficient. Results indicated a positive, high, and significant relationship between physical infrastructure, instructional materials, and academic staff job performance. The study concluded that although TETFund may not have fully met all the needs of academic staff, it significantly improved their job performance in terms of physical infrastructure and instructional materials. Therefore, the study recommended intensifying and sustaining efforts in the areas of physical infrastructure and instructional materials, as they significantly contribute to the quality of teaching and research in the university system.

Despite the extensive research on TETFund interventions across various regions of Nigeria, there remains a significant gap in the literature concerning the specific impacts of these interventions on university library development in the Southwest region of Nigeria. To date, no comprehensive study has been conducted to assess TETFund's role in enhancing library resources and infrastructure within this particular geographical context. This study aims to fill this critical void by providing an in-depth analysis of TETFund interventions in a university library located in Southwest Nigeria. Furthermore, this study distinguishes itself from previous research not only by its regional focus but also through its unique methodological approach. Specifically, it utilizes mean, test of norms, and correlation analyses to investigate the relationships between various variables. The inclusion of correlation analysis is particularly crucial as it allows for a deeper examination of the level of relationships between the intervention variables and their impacts on library development.

Methodology

This study employed a descriptive survey design to assess the impact of TETFund interventions on library development at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, in the Southwest region of Nigeria. The descriptive survey design was chosen because it allows for the collection and analysis of data from a population to describe existing phenomena accurately. This design is particularly effective for understanding the current status of library resources, infrastructure, and staff development resulting from TETFund interventions, providing a comprehensive overview of the subject matter. The study was conducted at Olusegun Oke Library, which serves as the main library at Ladoke Akintola University of Technology, located in Ogbomoso, Oyo State. This location was selected because it is representative of university libraries in the Southwest region of Nigeria and has received TETFund interventions, making it an appropriate site for examining the impact of these interventions on library development.

The population for this study comprised 50 library staff at Olusegun Oke Library, including 8 library assistants, 24 library officers, and 18 academic librarians (Source: Reader's Service Department, 2023). A census sampling technique was used, meaning that the entire population was included in the study. The justification for using census sampling is that the population

size is manageable, allowing for a comprehensive and inclusive analysis of all staff perspectives. This approach ensures that the findings are representative of the entire library staff without the risk of sampling error. A structured questionnaire was the primary data collection instrument for this study. The questionnaire was designed to gather information on various aspects of TETFund interventions, including the provision of resources, infrastructure improvements, and staff development programs.

The questionnaire was validated by two experts in the field of Library and Information Science to ensure content validity. Additionally, a reliability test was conducted by distributing 5 copies of the questionnaire to library staff at the Federal University of Technology, Ikot Abasi, Akwa Ibom. The instrument's reliability was measured using Cronbach Alpha, which yielded an index value of 0.87, indicating high reliability.

Descriptive and inferential statistics were used to analyze the collected data. For the descriptive analysis, frequency counts, percentages, means, and standard deviations were calculated to summarize the demographic information and to answer the research questions. Since the research questions were based on a four-point Likert scale, a mean score of 2.50 or above was considered positive, while a mean score below 2.50 was considered negative. To ensure the normality of the data, a test of norm analysis was conducted on the research questions. Inferential statistics were employed to test the research hypotheses using the Pearson Product Moment Correlation (PPMC) at a 0.05 level of significance. This approach allowed for the examination of relationships between variables, providing deeper insights into the impact of TETFund interventions on library development. The questionnaires were distributed and collected by the researchers, ensuring a 100% response rate. Ethical procedures were followed throughout the study, including obtaining ethical clearance from the university library management. Participants were assured of the confidentiality and anonymity of their responses, and their participation was voluntary.

Findings

The section provides analyses of the research questions, and hypotheses.

Table 1: Extent of TETFund intervention in the provision of information resources in Olusegun Oke Library

S/N	Extent of TETFund intervention	VHE		HE		LE		VLE		Mean	Std.
		N	%	N	%	N	%	N	%		
1.	Textbooks			2	4.0	20	40.0	28	56.0	1.48	.57
2.	Journals	2	4.0	10	20.0	20	40.0	18	36.0	1.92	.85
3.	E-resources	2	4.0	20	40.0	16	32.0	12	24.0	2.24	.87
4.	Reference materials	4	8.0	20	40.0	18	36.0	8	16.0	2.40	.85
5	Audio-visual	16	32.0	26	52.0	4	8.0	4	8.0	3.08	.85
6	Technical reports	6	12.0	20	40.0	20	40.0	4	8.0	2.56	.81
7	Conference papers	2	4.0	28	56.0	10	20.0	10	20.0	2.44	.86
8	Seminar papers	2	4.0	32	64.0	8	16.0	8	16.0	2.56	.81
9	Newspapers	8	16.0	14	28.0	16	32.0	12	24.0	2.36	1.02
10	Magazines	6	12.0	24	48.0	14	28.0	6	12.0	2.60	.85
	Weighted mean									2.36	

In Table 1, answer to the first research question was answered. The research question stated, ‘What is the extent of TETFund intervention in the provision of information resources in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria.’ It was found that only audiovisual (mean = 3.06), magazines (mean = 2.6), technical reports (mean = 2.56), and seminar papers (mean = 2.56), were the resources that had above the mean threshold of 2.5 which indicated that they are part of information resources provided by through the TETFund intervention programme. However, it was noted that the least provided information resources through the TETFund intervention programme were textbooks () and journals. The implication of these findings is indicative of the fact that key resources such as textbooks, journals, e-resources, reference materials, and conference papers that are supposed to be the leading resources to be provided were less prioritised by TETFund intervention programmes.

Table 2: Test of norm showing the extent of TETFund intervention in the provision of information resources in Olusegun Oke Library

Interval	Extent of TETFund intervention	Mean
1-13.3	Low Extent	
13.4-26.6	Moderate Extent	23.64
26.7-40	High Extent	

To determine the overall extent of TETFund intervention in the provision of information resources in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria, a test of the norm was conducted. Table 2 shows the extent of TETFund intervention in the provision of information resources in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria. Results showed that a scale between 1- 13.3 is low, 13.4 -26.6 is moderate, and 26.7-40 is high. The overall mean for the extent of TETFund intervention in the provision of information resources in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is “23.64” which falls between the scales “13.4-26.6”. It can therefore be concluded that the extent of TETFund intervention in the provision of information resources in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is moderate.

Table 3: Extent of TETFund intervention in the sponsorship of staff training

S/N	Extent of TETFund intervention	SA		A		D		SD		Mean	Std.
		N	%	N	%	N	%	N	%		
1.	Study visit	4	8.0	16	32.0	20	40.0	10	20.0	2.28	.88
2.	In-service training	2	4.0	24	48.0	20	40.0	4	8.0	2.48	.70
3.	On-the-job training	2	4.0	18	36.0	28	56.0	2	4.0	2.40	.63
4.	Training programmes by international organisations	2	4.0	26	52.0	16	32.0	6	12.0	2.48	.76

5	Conferences, seminars and workshops	2	4.0			42	84.0	6	12.0	1.96	.53
6	Short courses	4	8.0	22	44.0	20	40.0	4	8.0	2.52	.76
7	Overseas professional degree	2	4.0	16	32.0	26	52.0	6	12.0	2.28	.72
8	Institutional training programmes	4	8.0	16	32.0	24	48.0	6	12.0	2.36	.80
9	Local professional degree	18	36.0			26	52.0	6	12.0	2.24	.65
Weighted mean										2.33	

Regarding the extent of TETFund intervention in the sponsorship of staff training in Olusegun Oke Library, Table 3 presents the finding. It was found that against the mean threshold of 2.5, short courses (mean = 2.52) is the only staff training sponsorship intervention programme available for library staff of Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria. Others such as study visit (mean = 2.28), in-serving training (mean = 2.48), on-the-job training (mean = 2.40), international organisations' training programmes (mean = 2.48), conferences, seminars and workshops (mean = 1.96), overseas professional degree (mean = 2.28), institutional training (mean = 2.36), and local professional degree (mean = 2.24) were not adequately provided by the TETFund intervention. Therefore, it is evident that the extent of TETFund intervention in the sponsorship of staff training in Olusegun Oke Library is not encouraging.

Table 4: Test of norm showing the extent of TETFund intervention in the sponsorship of staff training in Olusegun Oke Library

Interval	Extent of TETFund intervention	Mean
1-12	Low Extent	
12.1-24	Moderate Extent	21
24.1-36	High Extent	

In order to affirm the level of the extent of TETFund intervention in the sponsorship of staff training in Olusegun Oke Library statistically, a test of norm statistic was conducted. Table 4 showed that a scale between 1- 12 is low, 12.1 -24 is moderate, and 24.1-36 is high. The overall mean for the extent of TETFund intervention in the sponsorship of staff training in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is "21" which falls between the scales "12.1-24". It can therefore be concluded that the extent of TETFund intervention in the sponsorship of staff training in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is moderate.

Table 5: Extent of TETFund intervention in the provision of library facilities in Olusegun Oke Library

S/N	Extent of TETFund intervention	SA		A		D		SD		Mean	Std.
		N	%	N	%	N	%	N	%		
1.	Display stand/racks					38	76.0	12	24.0	1.76	.43
2.	Office chairs and tables			2	4.0	36	72.0	12	24.0	1.80	.49
3.	Reading chairs and tables			4	8.0	38	76.0	8	16.0	1.92	.48
4.	Study carrels			6	12.0	32	64.0	12	24.0	1.88	.59
5	Shelves					32	64.0	18	36.0	1.64	.48
6	Bulletin boards and suggestion box			20	40.0	14	28.0	16	32.0	2.08	.85
7	Computers			2	4.0	24	48.0	24	48.0	1.56	.57
8	Library building	12	24.0	8	16.0	20	40.0	10	20.0	2.44	1.07
9	Catalogue cabinets	4	8.0	16	32.0	22	44.0	8	16.0	2.32	.84
10	Sound-proof generators	6	12.0	20	40.0	12	24.0	12	24.0	2.40	.98
11	Binding machines	6	12.0	24	48.0	16	32.0	4	8.0	2.64	.80
12	Public address system	2	4.0	24	48.0	12	24.0	12	24.0	2.32	.89
13	Internet facilities			4	8.0	32	64.0	14	28.0	1.80	.57
14	Multimedia projector			6	12.0	32	64.0	12	24.0	1.88	.59
15	Dehumidifiers and air conditioners			2	4.0	42	84.0	6	12.0	1.92	.39
	Weighted mean									2.02	
	Arithmetic mean									30.36	

In Table 5, the essence is to affirm the extent of TETFund intervention in the provision of library facilities in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria. Results showed that the only library facilities being provided for the library through TETFund intervention was binding machine (mean = 2.64). Others had mean scores lower than the 2.5 mean threshold for the study. Therefore, the extent to which library facilities are provided through TETFund intervention programme is low.

Table 6: Test of norm showing the extent of TETFund intervention in the provision of library facilities in Olusegun Oke Library

Interval	Extent of TETFund intervention	Mean
1-20	Low Extent	
20.1-40	Moderate Extent	30.36
40.1-60	High Extent	

To further affirm the extent of TETFund intervention in the provision of library facilities in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria through a test of norm, the result is presented in Table 6. It was affirmed that that a

scale between 1- 20 is low, 20.1 -40 is moderate, and 40.1-60 is high. The overall mean for the extent of TETFund intervention in the provision of library facilities in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is “30.36” which falls between the scales “20.1-40”. It can therefore be concluded that the extent of TETFund intervention in the provision of library facilities in Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is moderate.

Table 7: Challenges to assessing TETFund intervention in Olusegun Oke Library

S/N	Challenges to assessing TETFund	SA		A		D		SD		Mean	Std.
		N	%	N	%	N	%	N	%		
1.	In-house politics			14	28.0	26	52.0	10	20.0	2.08	.69
2.	Ineffective collection development policy			12	24.0	34	68.0	4	8.0	2.16	.54
3.	Cumbersome process for accessing funds			16	32.0	22	44.0	12	24.0	2.08	.75
4.	Showing no concern in accessing funds	2	4.0	22	44.0	26	52.0			2.52	.57
5	Incomplete documentation	22	44.0	22	44.0	6	12.0			2.32	.68
6	Delay in the documentation of proposal	2	4.0	18	36.0	22	44.0	8	16.0	2.28	.78
7	Misunderstanding the utilization of the funds	2	4.0	22	44.0	24	48.0	2	4.0	2.48	.64
8	Lack of/little control cover contractors by management of the institutions	2	4.0	16	32.0	26	52.0	6	12.0	2.28	.72
9	Disbursement of funds from TETFund could be cumbersome/made difficult by a number of factors			24	48.0	18	36.0	8	16.0	2.32	.74

To affirm if there are challenges to TETFund intervention in Olusegun Oke Library Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria, Table 7 elaborated on the findings. Among the listed challenges, only “Showing no concern in accessing funds” (mean = 2.52) against the mean threshold of 2.5 is affirmed as the challenge to TETFund intervention at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria. In-house politics, ineffective collection development policy, cumbersome process for accessing funds, incomplete documentation, delay in the documentation of proposal, misunderstanding the utilization of the funds, lack of control over contractors by management of the institutions, and disbursement of funds from TETFund could be cumbersome or made difficult by several factors were not regarded as challenges. Thus, it is deducible that

challenges to TETFund intervention at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is minimal.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between the Extent of TETFund Intervention in the provision of information resources and Extent of TETFund Intervention on Staff Training at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria

Table 8: Relationship between the Extent of TETFund Intervention in the provision of information resources and Extent of TETFund Intervention on Staff Training

Correlations

		Extent of TETFund Intervention in the provision of information resources	Extent of TETFund Intervention on Staff Training
Extent of TETFund Intervention in the provision of information resources	Pearson Correlation	1	.386**
	Sig. (2-tailed)		.006
	N	50	50
Extent of TETFund Intervention on Staff Training	Pearson Correlation	.386**	1
	Sig. (2-tailed)	.006	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

In order to determine the linear relationship between Extent of TETFund Intervention in the provision of information resources and Extent of TETFund Intervention on Staff Training at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria, a Pearson Product Moment Correlation statistic was conducted. Based on the data generated, $N = 50$, $r = 0.386$ and $P = 0.006$ which is less than 0.05 degree of freedom set for the study, it is hereby affirmed that a positive and weak relationship exist between Extent of TETFund Intervention in the provision of information resources and Extent of TETFund Intervention on Staff Training at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria and thus, the two can cohere. Therefore, the null hypothesis which states that there is no significant relationship between the Extent of TETFund

Intervention in the provision of information resources and Extent of TETFund Intervention on Staff Training at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is hereby rejected.

Hypothesis 2: There is no significant relationship between the Extent of TETFund Intervention on Staff Training and Extent of TETFund Intervention on Provision of Library Facilities at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria

Table 9: Relationship between the Extent of TETFund Intervention on Staff Training and Extent of TETFund Intervention on Provision of Library Facilities

Correlations

	Extent of TETFund Intervention on Staff Training	Extent of TETFund Intervention on Provision of Library Facilities
Extent of TETFund Intervention on Staff Training	1	.170
Pearson Correlation Sig. (2-tailed)		.238
N	50	50
Extent of TETFund Intervention on Provision of Library Facilities	.170	1
Pearson Correlation Sig. (2-tailed)	.238	
N	50	50

To ascertain the relationship between the Extent of TETFund Intervention on Staff Training and Extent of TETFund Intervention on Provision of Library Facilities at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria, a Pearson Product Moment Correlation statistic was conducted. Based on the data generated, $N = 50$, $r = 0.170$ and $P = 0.238$ which is higher than 0.05 degree of freedom set for the study, it is hereby affirmed that the Extent of TETFund Intervention on Staff Training and Extent of TETFund Intervention on Provision of Library Facilities at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria cannot cohere. This means that a null hypothesis which states that there is no significant relationship between the Extent of TETFund Intervention on Staff Training and Extent of TETFund Intervention on Provision of Library Facilities at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria is retained, and other factors could be explored.

Discussion

The study investigated the extent of TETFund intervention in library development at Ladoke Akintola University of Technology, Ogbomoso, Oyo State, South-West, Nigeria. First, the study aimed to ascertain the degree of TETFund's involvement in supplying various types of information resources to the library. Findings revealed that several categories of resources received above-average provision through TETFund intervention. These included audiovisual materials, magazines, technical reports, and seminar papers. This indicates that TETFund has made significant contributions in supplying these types of resources to the library. However, it's notable that textbooks and journals, which are fundamental resources for academic libraries,

received relatively lower prioritization through TETFund intervention. The findings of the study agreed with the study of Onyeneke and Ahaneku (2021) and Yemi-Peters et al. (2022) who found that TETFund provides a wide range of information resources including textbooks, journals, and other library equipment. These resources, essential for supporting teaching, learning, and research activities, fell below the mean threshold. This finding suggests a potential gap in TETFund's intervention strategy, as it appears that key resources necessary for scholarly pursuits are not receiving adequate attention.

Also, the research aimed to assess the various training programs supported by TETFund for library staff. The study's findings revealed that only short courses were the most adequately provided training program through TETFund intervention. This suggests that TETFund has been relatively effective in supporting short-term training opportunities for library staff in the library. However, other forms of staff training programs, such as study visits, in-serving training, on-the-job training, international organizations' training programs, conferences, seminars, and workshops, overseas professional degrees, institutional training, and local professional degrees, did not meet the mean threshold. The findings of the study also contradict the results of Ogechukwu and Ngozichi (2020) who found that TETFund to public university libraries in South Eastern part of Nigeria has played a significant role to library staff, especially in the area of capacity building. The study further imply these programs were not adequately provided for through TETFund intervention, indicating a gap in the sponsorship of diverse training opportunities for library staff. These findings imply that while TETFund has supported some staff training initiatives, the overall extent of intervention in this area is not comprehensive. This suggests a need for TETFund to reassess its priorities and strategies for sponsoring staff training to ensure a more balanced and inclusive approach. Going forward, the findings indicate that while TETFund has been somewhat effective in sponsoring short courses for library staff training, there is a need for greater emphasis on supporting a wider range of training opportunities. This would require a more strategic approach to staff development, ensuring that library staff have access to diverse and relevant training programs that can enhance their skills and competencies.

Furthermore, the study aimed to assess the level of support provided by TETFund for the improvement of library facilities. Findings revealed that only the binding machine was the most adequately provided library facility through TETFund intervention. This suggests that TETFund has been somewhat effective in supporting the acquisition or maintenance of binding machines at the library. However, other library facilities, such as shelves, reading chairs and tables, study carrels, library building, catalogue cabinets, internet facilities, computers, dehumidifiers and air conditioners, multimedia projectors, sound-proof generators, and bulletin boards were not provided. This study contradicts the findings of Anaelobi and Agim (2019) and Christianah and Olufunmilola (2023). These facilities were not adequately provided for through TETFund intervention, indicating a gap in the provision of essential library infrastructure. These findings imply that while TETFund has supported the provision of some library facilities, the overall extent of intervention in this area is low. This suggests a need for TETFund to reassess its priorities and strategies for supporting library facilities to ensure a more comprehensive approach. Also, the findings indicate that while TETFund has

been moderately effective in providing some library facilities, there is a need for greater emphasis on supporting a wider range of facilities.

The study aimed to identify and analyze the obstacles that may hinder the effective utilization of TETFund resources in the library. Findings revealed that among the listed challenges, only "Showing no concern in accessing funds" was perceived as a significant challenge to TETFund intervention at the library understudied. This suggests that there is a notable issue with stakeholders not actively engaging in the process of accessing TETFund resources, which could hinder the library's ability to benefit fully from the available funding opportunities. On the other hand, challenges such as in-house politics, ineffective collection development policy, cumbersome process for accessing funds, incomplete documentation, delay in the documentation of proposals, misunderstanding the utilization of funds, lack of control over contractors by management, and disbursement of funds from TETFund were not regarded as significant challenges. The results of this study also contradict the findings of Yemi-Peters et al. (2022) who found that internal politics and high bureaucratic processes were challenges bedeviling academic libraries in Kogi State from accessing TETFund interventions. This implies that while these factors may exist to some extent, they are not perceived as major obstacles to TETFund intervention at the library understudied. These findings imply that while there may be some challenges to TETFund intervention, they are relatively minimal compared to the overall picture. However, the identified challenge of stakeholders showing no concern in accessing funds highlights the importance of fostering a proactive and collaborative approach among library staff and management to ensure effective utilization of TETFund resources.

The findings revealed that there is a statistically significant positive correlation between the extent of TETFund intervention in the provision of information resources and staff training at the library. The correlation coefficient (r) was calculated to be 0.386, indicating a weak positive relationship between the two variables. Moreover, the p -value obtained ($P = 0.006$) was less than the predetermined alpha level of significance (0.05). This implies that the observed correlation is unlikely to have occurred by chance, thereby supporting the rejection of the null hypothesis. The implication of these findings is that as the extent of TETFund intervention increases in the provision of information resources, there is a corresponding increase in the extent of TETFund intervention in staff training at the library. This suggests that TETFund's initiatives aimed at enhancing information resources in the library may also contribute positively to staff training efforts. Furthermore, the positive correlation underscores the interconnectedness of resource provision and staff development within the library setting. It implies that investments in information resources, such as textbooks, journals, and e-resources, may facilitate opportunities for staff training and capacity building. Conversely, improvements in staff training programs may enhance the effective utilization of information resources, ultimately enhancing the overall quality of library services and user satisfaction.

The findings indicate that there is no significant correlation between the extent of TETFund intervention on staff training and the provision of library facilities. The correlation coefficient (r) was calculated to be 0.170, and the p -value obtained ($P = 0.238$) was higher than the

predetermined alpha level of significance (0.05). This suggests that there is no coherent relationship between TETFund intervention on staff training and the provision of library facilities at the library. Consequently, the null hypothesis, which states that there is no significant relationship between these variables, is retained. The implications of these findings suggest that other factors beyond TETFund intervention may influence the provision of library facilities. Libraries should consider exploring additional avenues or strategies to address the challenges related to facility provision, independent of staff training initiatives funded by TETFund. Furthermore, it underscores the importance of conducting comprehensive assessments and addressing multifaceted challenges in library development planning.

Implications of the Study

The findings of this study hold significant implications for both policy and practice in academic library management. From a policy standpoint, it is evident that TETFund needs to reassess its resource allocation strategy to ensure a more balanced provision of information resources, particularly textbooks and journals which are essential for academic pursuits. This realignment of priorities would necessitate a more comprehensive approach to resource provision, ensuring that the academic needs of institutions are adequately met. Moreover, TETFund should diversify its support for staff training programs beyond short courses to include a wider range of opportunities such as study visits, conferences, and seminars. This would facilitate the enhancement of skills and competencies among library staff, ultimately improving the quality of service delivery.

In terms of practice, library administrators must prioritize effective resource management to ensure the optimal utilization of resources provided through TETFund. This entails advocating for the active participation of staff in accessing and utilizing available funds to meet the information needs of library users. Additionally, there is a pressing need for library managers to identify and address gaps in library facilities, working closely with TETFund and other stakeholders to ensure the provision of essential infrastructure.

Conclusion

This study aimed to assess the extent of TETFund's involvement in supplying various types of information resources, staff training programs, and the provision of library facilities at Olusegun Oke Library, Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Nigeria. Regarding TETFund's involvement in providing information resources, the findings indicate that while certain categories of resources such as audiovisual materials, magazines, technical reports, and seminar papers received above-average provision through TETFund intervention, fundamental resources like textbooks and journals were relatively lower in priority. This suggests a potential gap in TETFund's intervention strategy, highlighting the need for a more comprehensive approach to resource provision aligning with the academic needs of the institution.

In terms of staff training programs, the study found that only short courses were adequately provided through TETFund intervention, indicating a gap in sponsoring diverse training

opportunities for library staff. While TETFund has supported some staff training initiatives, there is room for improvement in ensuring a more balanced and inclusive approach to staff development. Regarding the provision of library facilities, findings suggest that TETFund has been somewhat effective in supporting certain facilities such as binding machines. However, other essential facilities were not adequately provided for, indicating a need for TETFund to reassess its priorities and strategies in this area to ensure a more comprehensive approach to supporting library infrastructure.

The study also identified challenges hindering the effective utilization of TETFund resources, with stakeholders' lack of concern in accessing funds being a notable issue. This underscores the importance of fostering proactive engagement among stakeholders to maximize the benefits of available funding opportunities. Furthermore, the analysis revealed a positive correlation between the extent of TETFund intervention in providing information resources and staff training, suggesting an interconnected relationship between resource provision and staff development. However, no significant correlation was found between TETFund intervention on staff training and the provision of library facilities, indicating the influence of other factors on facility provision. The study provides valuable insights into the strengths and limitations of TETFund intervention in library development, highlighting areas for improvement and emphasizing the importance of a comprehensive and strategic approach to optimizing TETFund resources for the benefit of library users and staff. Based on the findings of this study, the following recommendations are proposed:

1. TETFund administrators and university authorities should prioritize the allocation of resources towards acquiring fundamental information resources such as textbooks and journals. This entails revising intervention strategies to ensure a more balanced provision of resources that align with the academic needs of the institution. Stakeholders should collaborate to identify specific gaps in resource provision and develop targeted plans to address them effectively.
2. TETFund should broaden its support for staff training programs beyond short courses to encompass a wider range of opportunities, including study visits, conferences, and seminars. Library administrators, in collaboration with TETFund, should actively seek out diverse training initiatives that enhance the skills and competencies of library staff. Furthermore, proactive engagement with staff to identify their training needs and preferences is essential for tailoring interventions to meet specific requirements.
3. TETFund should reassess its priorities and strategies in supporting library facilities to ensure a more comprehensive approach. Collaboration between TETFund, university management, and library administrators is crucial for prioritizing the acquisition and maintenance of essential infrastructure such as shelves, reading chairs, and study carrels.
4. TETFund administrators, university management, and library stakeholders should foster proactive engagement and accountability in accessing and utilizing TETFund resources. This entails raising awareness among stakeholders about available funding opportunities and encouraging active participation in the utilization of funds. Additionally, mechanisms for monitoring and evaluating the effectiveness of TETFund

interventions should be established to ensure transparency and accountability in resource allocation and utilization.

References

- Abdussalam, T. A. B., Adewara, J. O., Abdulraheem, J. W., Oyedokun, T. T., & Balogun, T. R. (2021). Funding issues and development of digital libraries in Nigeria. *Library Hi Tech News*, 38(9), 23-25.
- Adesulu, D. (2014). N100bn funds lies idle at TETFUND, says BOT chairman. *Vanguard*, 17 July.
- Anaelobi, E. S., & Agim, E. C. (2019). TETFund intervention and development of university libraries in South-East, Nigeria. *Library and Information Perspectives and Research*, 1, 50-58.
- Bamigboye, O. B., & Okonedo-Adegbe, S. I. (2015). Funding of academic libraries in Nigeria: A case study of Tertiary Education Trust Fund (TETFund). *Benue Journal of Library, Management and Information Science*.
- Christianah, A., & Olufunmilola, O. (2023). Assessment of Tertiary Education Trust Fund (TETFund) Interventions and Academic Staff Job Performance in Public Universities in Southwest, Nigeria. *American Journal of Education and Practice*, 7(2), 90-103.
- Ezeali, B. O. (2019). 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.
- Godwin, B. A. (2017). An appraisal of the impact of grant-in-aids (Tetfund) and donations in sustaining academic library services in Nigeria: The Cross River State experience. *International Journal of Library and Information Science*, 9(8), 78-88.
- Inyang, N. A., & Igwechi, W. H. (2015). Funding and library resources in government owned university libraries in Nigeria. *International Journal of Advanced Library and Information Science*, 3(1), 136-146.
- Irenoa, K. O., Emilian, B., & Eru, J. (2019). Funding Academic Libraries in Nigeria for Effective Services: Alternatives to Resource Development and Library Management. *Communicate: Journal of Library and Information Science*, 21(1), 104-111.
- Lolade, F. O., & Daramola, C. F. (2017). Government intervention in the funding of Nigerian university libraries: an appraisal of the role of the Tertiary Education Trust Fund (Tetfund). *Agogo: Journal of Humanities*, 3, 41-47.
- Odili, N. (2021). Funding of Selected Research Libraries in South West Nigeria. *Journal of Applied Information Science and Technology*, 14(2), 80-88.
- Ogechukwu, N. N., & Ngozichi, N. C. (2020). Tertiary Education Trust Fund (Tetfund) Interventions and Capacity Building Programmes for Librarians in University in South East Nigeria. *Library Philosophy and Practice*, 1-12.
- Ohadinma, O. (2015). The problem of TETFund in the development of Nigerian tertiary education. *Journal of Development Studies* 3(4): 350–355.
- Omosidi, A., Atolagbe, A. A., & Johnson, B. (2023). Interventions of tertiary education trust fund (TETFUND) and lecturers' productivity in Kogi State Colleges Of Education, Nigeria. *Indonesian Journal of Educational Management and Leadership*, 1(1), 1-22.
- Osinulu, L. F., & Daramola, C. F. (2013). Government Intervention in the Funding of Nigerian University Libraries: The Role of the Tertiary Education Trust Fund (TETF). *PNLA quarterly*, 77(2).
- Onyeneke, C., & Ahaneku, I. L. (2021). TETFund intervention in the provision of library resources in academic libraries in Nigeria. *IFLA journal*, 47(2), 142-152.
- Ubah, C. N. (2016). The impact of TETFund in the development of Nigeria university. *Journal of Social Sciences*, 1(2), 110-115.

Yemi-Peters, O. E., Jibrin, A. Y., Oladokun, B. D., & Silas, G. E. (2022). Assessing the contributions of TetFund intervention to library development in Prince Abubakar Audu University, Anyigba, Nigeria. In F. E. Enebo, A.Y Muhammed, C. U. Idoko, J. O. Owoyemi, O.G. Adeola & D. Amana (Eds.), *Sociological Variables and Sustainable Development in Nigeria* (235-255).