

## **Access and Utilization of Library Development Intervention of Tertiary Education Trust Fund for Effective Service Delivery by Public University Libraries in North East, Nigeria**

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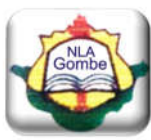
### **Abstract**

*The study investigated access and utilization of Library Development Intervention of TETFund for effective service delivery by public university libraries in North East, Nigeria. Five research questions guided the study. The study adopted descriptive survey. Questionnaire and interview were used as instrument to gather data for the study. The questionnaires were distributed to 107 respondents out of which 91 representing 91% were returned valid for data analysis. The data collected were analyzed using descriptive statistics of mean ( $\bar{x}$ ) and standard deviation (SD). Findings revealed that the focus area of TETFund Library Development Intervention (LDI) is on the establishment of viable E-virtual library. Findings also revealed that TETFund LDI has contributed to library development and effective service delivery. Challenges associated with access and utilization of TETFund LDI include administrative bottlenecks, inability to inspect completed projects which is a condition for accessing subsequent ones and delay in release of allocation. Prompt release of funds and establishment of zonal offices of TETFund to bring it closer to beneficiaries were recommended as strategies to be adopted in addressing the challenges.*

**Keywords:** Utilization, Access, Service delivery, Funding, Public University Libraries

### **Background to the Study**

University libraries play a significant role in the accomplishment of the objectives of universities by providing the necessary information resources or materials to meet the needs of the academic community. Osinulu and Daramola (2017) observed that university libraries occupy center stage in higher education since they acquire, organize and disseminate learning resources and services in support of the teaching and research programmes of their institutions. The importance of libraries in universities hinges on the relevance of research which is the core area in any university globally. For the university libraries to perform their functions effectively, they need to provide current, reliable, up-to-date, organized and relevant information resources tailored towards the specific needs of their users. Afebende (2017) opined that “it is imperative for university libraries to develop their information resources to meet the needs of the institutions they are established to serve.” Funds are needed in developing and deploying new technologies and methods of meeting current information needs of library users. Inyang and Igwechi (2017) defined library funding as “the act of providing or making available financial resources for use in developing and equipping the library”. University



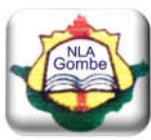
libraries in Nigeria are experiencing funding challenges due to the economic problems faced in Nigeria which is affecting all sectors of the economy. Oyegunle (2013) observed that inadequate funding of university libraries is hampering their efforts to build, procure and maintain basic infrastructures and equipment which will enable them provide effective services.

Conscious of the financial challenges being faced in the education sector, the Federal Government decided to provide intervention funds to salvage the decay in the sector. Intervention fund is fund provided by government aside from the normal budgetary provisions to institutions to enable them improve their facilities and service. In January 1993, the Education Tax Act No. 7 of 1993 was promulgated alongside other education related Decrees to address the funding challenges in the education sector. The decree specifies a tax of 2% on the assessable profits of all companies operating in Nigeria. The fund which is an intervention fund is meant to rehabilitate decaying infrastructures, restore the lost glory of education, build capacity of teachers and lecturers, and the development of prototype designs among others (ETF, 2011). The Federal Government set up the Education Tax Fund (ETF) in 1993 to manage the funds to be generated. It was to operate as an intervention fund to all levels of public education. However, because ETF was intervening in all sectors of education, it was overburdened and overstretched and could only render palliative support to all levels of public educational institutions in Nigeria. In 2011 therefore, the ETF Act was repealed and replaced with the Tertiary Education TrustFund (TETFund) whose mandate is to administer and disburse the amount to federal and state tertiary educational institutions only. One of the core areas of TETFund intervention is Library Development Intervention (LDI).

Library Development Intervention (LDI) is intended to ensure availability of books, journals, equipment and other reading materials in libraries of public tertiary educational institutions. The specific mandate of the fund as provided in section 7(1) of the Act No.16 as it pertains to the library is to disburse the amount in the fund to Federal and State tertiary educational institutions specifically for the provision or maintenance of Library buildings, Library books, Library journals and e-library resources (Afebende, 2017). It is intended that with improved funding, university libraries can render effective service delivery

Accessing TETFund LDI is critical for the development of university libraries. According to Ezeh (2018), access to funds refers to the steps taken by organization to get the funds allocated to it to use for the development of the organization. How university libraries access and utilize TETFund LDI is of paramount importance for the development of their libraries and provision of effective library services. Through TETFund a lot of information resources have been purchased by university libraries which have improved their service delivery (Udu & Nkwede, 2014). TETFund interventions in Nigerian universities have made positive impact on infrastructural and human development of the institutions. Muktar (2020) in a study on “Assessment of Contribution of TETFund to the Development of Higher Education in North East Nigeria: a Case Study of Borno, Bauchi and Yobe States” concluded that TETFund is seriously contributing to the development of tertiary education in Nigeria.

There are challenges however from both TETFund and the university libraries in accessing and utilizing approved allocations. According to Anaehobi and Agim (2019), although TETFund has provided funds for university libraries through their interventions, there are still some noticeable problems in accessing and utilizing these funds. Libraries complain of delays in inspection and approval of completed projects to enable them access new interventions. There is also complaint of bureaucratic bottleneck in accessing the fund making it difficult for library



to access the fund. TETFund on its part accuses libraries of delay in the submission of projects for reconciliation and approval, non-completion of ongoing projects which deny benefitting institutions the access of succeeding year's projects and insufficient documentation to substitute proposed projects as well as completed ones in line with TETFund guidelines and template (Bamigboye, Okonedo, Bakare, Nduka and Ajegbomogun, 2015). This has resulted to libraries being in arrears of several years of funds not accessed. The implication is that funds are not utilized to provide needed resources that will guarantee effective services. This has denied users of university libraries in the North East the benefit of effective library services. This has resulted to libraries being in arrears of several years of funds not accessed. The study will therefore seek to find out access and utilization of TETFund LDI by public university libraries in North East for effective service delivery.

### **Statement of the Problem**

University libraries are established to provide information resources and services to the universities towards realizing their objectives. They are expected to render effective library services that meet the information requirements of the university community. However, university libraries in Nigeria have been having funding challenges to the extent that they have not been able to render effective services. The Nigerian Government had to introduce TETFund LDI which is an intervention to provide funds for library development. TETFund LDI is meant to ensure availability of books, journals, equipment and e-resources in libraries of public tertiary institutions in Nigeria. The fund is expected to revitalize the university libraries in public tertiary institutions so that they can provide effective service delivery.

However, the procedures and bottleneck in accessing and utilizing the fund have resulted to several years of allocations lying not accessed denying public university libraries funds to use to develop their libraries. This study is therefore set out to investigate access and utilization of LDI of TETFund for effective service delivery by public university libraries in North East, Nigeria.

### **Purpose of the Study**

The general purpose of the study is to determine the access and utilization of TETFund LDI by public university libraries for effective service delivery in North East Nigeria. The specific objectives therefore are to:

1. Determine the extent to which TETFund LDI is accessed in public university libraries in North East, Nigeria.
2. Determine the extent of utilization of TETFund LDI in public university libraries in North East Nigeria.
3. Find out the Extent to which TETFund LDI is used to facilitate effective service delivery by public university libraries in North East, Nigeria.
4. Identify challenges associated with access and utilization of TETFund LDI in public university libraries in North East, Nigeria.
5. Determine Strategies that can be adopted to enhance access and utilization of TETFund LDI in public university libraries in North East Nigeria.

### **Research Questions**

The study was designed to find answers to the following questions:

1. What is the extent to which TETFund LDI is accessed to meet the focus areas in public university libraries in North East, Nigeria?
2. What is the extent of utilization of TETFund LDI in meeting the focus areas in public university libraries in North East, Nigeria?



3. What is the extent to which TETFund LDI facilitates effective service delivery by public university libraries in North East, Nigeria?
4. What are the challenges associated with access and utilization of TETFund LDI in public university libraries in North East, Nigeria?
5. What are the strategies that can be adopted to enhance access and utilization of TETFund LDI for effective service delivery in public university libraries in North East Nigeria?

### **Review of Literature**

University libraries are established along with universities to provide information resources need for teaching, research and publication Oyegunle (2013) considered university libraries as information centers established with a mission to generate knowledge and equip people with knowledge that will enable them contribute to the development of mankind. Osinulu and Daramola (2017) stated that university libraries occupy central position in the affairs of a university with the responsibility of acquiring, organizing and disseminating information resources and providing services that support the objectives of the university To be relevant to the objectives of the university, the library must maintain current and relevant materials that meet the needs of the users (Ntui, 2015). That is why it is important that university libraries need to acquire all relevant information resources to sustain the objectives of their universities.

Nigerian university libraries struggle to meet the needs of their users. The major challenge has been funding. University libraries in Nigeria are suffering from low budgetary allocations. As a result of inadequate funding, universities are unable to develop their libraries to operate libraries with first class services. This has resulted to inadequacy of information resources particularly ICT facilities hence students use the library mainly for reading space. Despite the recent improvement in recent years, the amount is yet to be sufficient University libraries in Nigeria need to be accorded more priority in their developments to meet up with the challenges of the moment. Library development is defined as the building of print, non-print and electronic information resources by university libraries to render effective services to the university community.

Library funding is the act of providing or making available financial resources for use in developing and equipping the library (Inyang & Igwechi, 2015 As a matter of fact, funding has the capacity to bring about renewal, maintenance, sustenance, nourishment and durability of the university library. Without funding, therefore, there can be no library worthy of mention. Funding can therefore be considered as the life wire that moves the library

Afebende (2017) observed that funding has always been major setback for libraries in their effort to provide effective services. He stated that libraries are not capable of generating enough funds to meet their needs hence they depend on their parent institutions for their funding.

To salvage the dwindling financial position of universities therefore, an agreement was reached between ASUU and the FG in 1992 for a 2% tax on accessible profits of all companies operating in Nigeria. This agreement led to the establishment of Education Trust Fund (ETF). ETF was established under the Education Tax Act No.7 of 1993 which was later amended by Act no. 40 of 1998. It was established as an intervention measure to complement budgetary allocations which was considered inadequate for the development of the education sector (Sadiku, 2012). The objective was to stimulate, support and enhance improvements in educational foundation areas, teaching practice, library development etc (TETFund, 2017).

According to Agbedo (2015), because the funds were applied across all the educational levels from primary to tertiary institutions, the fund was thinly applied so it could not make effective





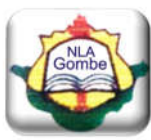
impact. The shortcomings of ETF led to the establishment of Tertiary Education Trust Fund (TETFund). The ETF Act was replaced with Tertiary Education Trust Fund Act of 2011. TETFund was established as an intervention agency saddled with the responsibility to manage, disburse and monitor the education tax to state and federal public tertiary institutions in Nigeria.

Library Development Intervention (LDI) is one of the key areas of TETFund interventions. This is an amount specifically allocated to public tertiary institutions intended to ensure availability of books, equipment and other reading materials in libraries of public tertiary educational institutions in Nigeria. The vision of TETFund is that LDI will place libraries in tertiary institutions in Nigeria at the same level with other libraries in developed countries in terms of information resources and services. Tertiary institutions will then be able to fulfill their mandate of teaching, learning, research and publication. In today's ICT world, it is intended to place libraries in public tertiary institutions on e-resources in line with global trends for which substantial funds are made available for this purpose (Bichi, 2017). TETFund LDI has contributed significantly to the development of libraries in public tertiary institutions in Nigeria. Of special mention are e-library resources. Through TETFund LDI, libraries were renovated, books and journals were procured making libraries in public tertiary institutions improve on their service delivery. Afebende (2017) stressed that "TETFund LDI has continued to play very vital role in the development and sustenance of library services through her intervention funds for information resources, equipment and infrastructure." According to him, TETFund realizes the role of the library and librarians in providing information resources that will facilitate teaching, leaning and research in our tertiary educational institutions. On the whole, it can be affirmed that TETFund LDI has made positive impact on library resources and services delivery in public tertiary institutions in Nigeria.

Service delivery is the major concern of any library whether it is academic, public, school or special. Goldstein (2009) defined service delivery as "the structure, infrastructure and processes for delivering a service." This implies that service delivery relates to the extent to which the objectives of the system have been realized. This study therefore considers service delivery as all the activities and resources provided by the university library to meet the teaching, research and learning needs of users.

To ensure effective service delivery, librarians try to find out the actual information needs of their clients. Librarians put in place measures to determine the actual information requirements of library patrons by employing various marketing strategies and techniques and offering different services Arumuru (2015). In the library context, effective library services delivery means that which is adequate to accomplish the purpose for which the library was established, producing the intended or expected result of meeting the information needs of the library users. That relates to the whole essence of librarianship which is to provide effective library services. Resources, services and staff of a university library determine the effectiveness of the services it can render. As Buhari (2016) put it, the services of a university library are very important to the realization of the objectives of the parent institution

However, lots of challenges are faced by university libraries in Nigeria in their efforts to provide effective service delivery especially in the present day technological changes. Greatest of these challenges is funding. According to Akor, Joshua and Idika-Mba (2016), the need to purchase electronic materials and databases is capital intensive and the Nigerian university libraries are facing funding problems. Most public university libraries lack the necessary funds to subscribe to electronic databases, purchase or upgrade their equipment. The coming of TETFund LDI has however made some impact in funding public university libraries in Nigeria.

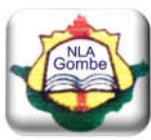


Many were able to subscribe to electronic databases and purchase electronic equipment. There is also the problem of trained personnel with technical expertise. A lot of librarians are not computer literate. Power supply necessary to operate the electronic equipment is also epileptic. University libraries have to rely on generators which are too expensive to maintain. These and many other challenges are hindrances to effective service delivery in public university libraries in Nigeria.

Availability of fund does not automatically translate to its accessibility. It is one thing to allocate funds and it is also another thing to access the funds. Access refers to step taken by libraries to get the funds allocated to them for library resources and services. Accessing of TETFund intervention for infrastructure, services and resources by public universities in Nigeria is therefore critical if the vision of Government in establishing the fund is to be realized. To ensure judicious use of the fund, TETFund has set guidelines on how to access LDI funds. TETFund has spelt out step by step guidelines on how LDI is to be accessed. These steps are taken having realized that the funds are either not accessed regularly or utilized as spelt out in TETFund guidelines for the use of the intervention (Bichi, 2017).

There are challenges that are being faced in the implementation of the guidelines as specified by TETFund and for accessing and utilizing its interventions resulting to several years of accessed interventions. Yakubu (2011) laments the failure of beneficiaries to access TETFund's intervention funds two to three years after allocation. According to him, this has resulted in accumulation of billions of naira funds not accessed by the beneficiaries. He stated that the development had hampered the implementation of the agency's programme in the tertiary institutions. Bichi, (2017) stated that some of the problems include lack of smooth transition in the management of tertiary institutions, incompetent contractors who delay the execution of projects and lack of knowledge of how to access the fund as specified in TETFund template. As a result of these challenges, many institutions are in arrears in accessing their funds. A study conducted by Afebende (2017), found out that institutions are not accessing their funds as expected. TETFund is also being accused of being responsible for the inability of libraries to access the fund. As observed by Osinulu and Daramola (2017), the major challenges in the administration of the fund are delay in approval of proposals and administrative bottlenecks. Bamigboye and Anedo-Adegbaye (2015) also stated that libraries face lots of problems in accessing TETFund LDI. They opined that there were delays in inspecting and approving completed project which is a condition for accessing the next intervention. These challenges both on the side of TETFund and beneficiary libraries have denied public university libraries in Nigeria the funds to utilize to provide effective service delivery in libraries of public tertiary institution in Nigeria.

Suggestions have been made on how to eliminate some of the guidelines for accessing and utilizing the fund which many not necessarily be major challenge to accessing and utilizing LDI. As observed by the former Executive Secretary of TETFund, there is need to review the procurement guidelines so as to bring sanity into the process (Ibrahim, 2017)(2011) also observed that though the guidelines are necessary for the sake of accountability, there in need for adjustment to suit the changing nature of the society. He suggested that allocations should rather be made on individual needs rather than uniform allocation as is the practice now. Udu and Nkwede (2014) are also of the opinion that the bureaucratic bottlenecks involved in accessing the fund be removed because it has been a clog in the wheel of progress of the scheme. Good governance and transparency on the part of TETFund and beneficiary institution's managements should form the hallmark of the fund's operation to ensure accessibility and utilization off the accessed funds."



## Methodology

This study adopted descriptive survey research design. Descriptive survey design involves the collection of data from a large population or segment of the population with a view to determining the attributes of the population. The area of study was the North East geopolitical zone of Nigeria, comprising six states namely: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. Population of the study was 108 respondents comprising of 13 University librarians, 13 Acquisition Librarians, 13 TETFund Desk Officers and 69 members of Library Development Committees from the universities under study. Seven are federal while six are state owned. Since the population is manageable, the entire public university libraries in North East, Nigeria were used for the study. The university libraries were considered appropriate for the study because relevant information were obtained from them as they constitute beneficiaries of TETFund LDI

Questionnaire and interview were used for data collection. It is a structured self-reporting questionnaire divided into two sections. It contained multiple choice questions and statements to draw forth responses intended to answer the research questions. The interview schedule consisted of 9 items on access and utilization of TETFund LDI. Questions in the interview were guided by the purpose of the study. The questionnaires were administered through personal contacts by research assistants who were adequately trained on answers to necessary questions that may come up.

For the analysis of the data, both descriptive and inferential statistical methods were used to analyze the data for all the research questions. Mean and standard deviation were used in answering the research questions while Statistical Package for Social Sciences (SPSS) 17.0 software was used to analyze the data. Qualitative method was used to analyze data generated from the interview. Thereafter, the information obtained were synthesized and presented using thematic order of reporting in line with the purposes of the study.

## Response Rate

Out of the 108 questionnaire distributed to the respondents, a total of 91 copies representing 91% were returned duly completed and found usable for the study. The high response rate was achieved due to the fact that the researcher gave the respondents one month within which to complete and return the filled questionnaire. The response rate according to the category of respondents is presented in the table below.

**Table 1: Distribution of Respondents.**

### Category of Respondents

Respondents	Frequency	Percentage
University Librarians	13	14.3
TETFund Desk Officers	13	14.3
Acquisitions Librarians Library Development.	13	14.3
Committee Members	52	57.1
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

The results are presented according to the various research questions. A total of 91 questionnaires were retrieved making a response rate of 91%. However, the data collected with the structured interview schedule were used to confirm or refute the findings from the questionnaire.



**Results and Discussion**

**Research Question 1:** What is the extent to which TETFund LDI is accessed to meet the focus areas in public university libraries in North East, Nigeria?

**Table 2: Mean Responses of Respondents on the Extent of Access to Tetfund LDI in Meeting Focus Areas in Public University.**

		School Ownership				Overall		R	D
		State		Federal		Mean	SD		
		Mean	SD	Mean	SD				
1	Establish a viable e-library/virtual library	3.76	.48	3.69	.60	3.72	.54	1 <sup>st</sup>	VHE
2	Purchase of library equipment	3.60	.72	3.74	.50	3.67	.62	2 <sup>nd</sup>	VHE
3	Procure relevant library software	3.64	.80	3.64	.79	3.64	.79	3 <sup>rd</sup>	VHE
4	Purchase book	3.67	.60	3.62	.73	3.64	.66	3 <sup>rd</sup>	VHE
5	Purchase journals	3.60	.75	3.67	.75	3.63	.75	5 <sup>th</sup>	VHE
6	Train library staff	3.58	.81	3.69	.81	3.63	.81	5 <sup>th</sup>	VHE
7	Deployment of internet services	3.60	.72	3.50	.83	3.55	.77	7 <sup>th</sup>	VHE
8	Automate the library	3.40	.81	3.60	.54	3.49	.70	8 <sup>th</sup>	HE
9	Purchase of library furniture	3.24	.98	3.38	.76	3.31	.88	9 <sup>th</sup>	HE
10	Purchase generating set	3.02	.94	3.45	.71	3.23	.86	10 <sup>th</sup>	HE
11	Purchase of audio-visual materials	3.09	.92	3.26	.80	3.17	.87	11 <sup>th</sup>	HE
12	Procure furniture for the library	3.20	.94	3.05	.96	3.13	.95	12 <sup>th</sup>	HE
13	Purchase of library working materials	3.00	.88	3.19	.80	3.09	.84	13 <sup>th</sup>	HE
14	Payment for bandwidth	2.87	1.01	3.10	.82	2.98	.93	14 <sup>th</sup>	HE
15	Develop a library database	2.42	1.20	2.69	1.09	2.55	1.17	15 <sup>th</sup>	HE
16	Establish a standard bindery unit	2.54	1.01	2.48	1.04	2.50	1.02	15 <sup>th</sup>	HE
17	Construct a new library block	2.20	1.08	2.21	1.09	2.21	1.08	17 <sup>th</sup>	LE
	Cluster Mean	3.18	.67	3.29	.70	3.24	.64		HE

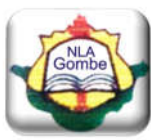
**Key:** *VHE-Very High Extent, HE- High Extent, LE- Low Extent, NE- Not Extent, SD-standard Deviation, R-Rank, D-Decision*

The respondents were asked to indicate the extent of access to TETFund LDI in meeting focus areas. Using the principle of real limit of numbers, responses as presented on Table 3 indicated that to a very high extent, accessing TETFund LDI assist in meeting focus areas that includes establishing a viable e-library/virtual library ( $\bar{x}$ =3.72, SD=.54);purchase of library equipment ( $\bar{x}$ =3.67, SD=.62);procure relevant library software ( $\bar{x}$ =3.64, SD=.79);purchase book ( $\bar{x}$ =3.64, SD=.66);purchase journals ( $\bar{x}$ =3.63, SD=.75);train library staff ( $\bar{x}$ =3.63, SD=.81) and deployment of internet services ( $\bar{x}$ =3.55, SD=.77). The Table also shows that utilization of TETFund LDI in meeting focus areas is at high extent in automating the library ( $\bar{x}$ =3.49, SD=.70);purchase of library furniture ( $\bar{x}$ =3.31, SD=.88);purchase generating set ( $\bar{x}$ =3.23, SD=.86);purchase of audio-visual materials ( $\bar{x}$ =3.17, SD=.87);procure furniture for the library ( $\bar{x}$ =3.13, SD=.95);purchase of library working materials ( $\bar{x}$ =3.09, SD=.84) and payment for bandwidth ( $\bar{x}$ =2.98, SD=.93). See table 3 for others.

Also, the overall mean showed that establishing viable e-library/virtual library ( $\bar{x}$ =3.72, SD=.54) is ranked highest, while construct a new library block ( $\bar{x}$  = 2.21, SD=1.08) is ranked lowest as regard to extent of access to TETFund LDI in meeting focus areas.

Finally the overall mean score of ( $\bar{x}$ =3.24, SD=.64) shows that accessing TETFund LDI to a high extent help in meeting focus areas.





The oral interview results indicated that 100% of the interviewees were of the impression that unlimited access to TETFund LDI areas of focus would likely improve their university to a world class standard. Some of them mentioned areas like provision of modern electronic resources and services. 90% of the desk officers interviewed indicated that the inability of some universities to meet up with TETFund LDI areas of focus is their failure to account for the previous allocation.

**Research Question 2:**

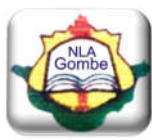
**Table 3: Mean Responses of Respondents on Extent of Utilization of TETFund LDI in Meeting Focus Areas in Public University**

		School ownership				Overall		R	D
		State		Federal		Mean	SD		
		Mean	SD	Mean	SD				
1	Purchase of library working materials	3.71	.46	3.79	.42	3.75	.44	1 <sup>st</sup>	VHE
2	Train library staff	3.71	.59	3.76	.58	3.74	.58	2 <sup>nd</sup>	VHE
3	Purchase book	3.71	.69	3.67	.53	3.69	.62	3 <sup>rd</sup>	VHE
4	Purchase journals	3.67	.64	3.64	.62	3.66	.63	4 <sup>th</sup>	VHE
5	Automate the library	3.56	.84	3.71	.67	3.63	.76	5 <sup>th</sup>	VHE
6	Purchase of library equipment	3.33	.64	3.29	.86	3.31	.75	6 <sup>th</sup>	HE
7	Establish a viable e-library/virtual library	3.27	1.07	3.19	1.17	3.23	1.12	7 <sup>th</sup>	HE
8	Purchase generating set	3.33	.95	2.93	1.09	3.14	1.04	8 <sup>th</sup>	HE
9	Procure furniture for the library	3.16	.93	3.07	1.00	3.11	.96	9 <sup>th</sup>	HE
10	Purchase of library furniture	3.07	.94	3.12	.97	3.09	.95	10 <sup>th</sup>	HE
11	Purchase of audio-visual materials	2.98	.92	3.17	.88	3.07	.90	11 <sup>th</sup>	HE
12	Procure relevant library software	2.98	.97	3.10	.96	3.03	.96	12 <sup>th</sup>	HE
13	Payment for bandwidth	2.93	.89	2.88	1.19	2.91	1.04	13 <sup>th</sup>	HE
14	Develop a library database	2.76	1.09	2.95	1.08	2.85	1.08	14 <sup>th</sup>	HE
15	Deployment of internet services	2.38	1.03	2.88	.92	2.62	1.00	15 <sup>th</sup>	HE
16	Construct a new library block	2.33	1.22	1.90	1.03	2.13	1.15	16 <sup>th</sup>	LE
17	Establish a standard bindery unit	2.04	1.00	2.07	1.13	2.06	1.06	17 <sup>th</sup>	LE
	Cluster Mean	3.11	.87	3.12	.89	3.12	.88		HE

**Key: VHE-Very High Extent, HE- High Extent, LE- Low Extent, NE- Not Extent, SD-standard Deviation, R-Rank, D-Decision**

The respondents were asked to indicate the extent of utilization of TETFund LDI in meeting the focus areas in public university. Using the principle of real limit of numbers, responses as presented on Table 5 indicated that to a very high extent, TETFund LDI are utilized in purchase of library working materials ( $\bar{x}$ =3.75, SD=.44); train library staff ( $\bar{x}$ =3.74, SD=.58); purchase book ( $\bar{x}$ =3.69, SD=.62); purchase journals ( $\bar{x}$ =3.62, SD=.63) and automate the library ( $\bar{x}$ =3.63, SD=.76). Others which utilization help to high extent includes purchase of library equipment ( $\bar{x}$ =3.31, SD=.75); establish a viable e-library/virtual library ( $\bar{x}$ =3.23, SD=1.12); purchase generating set ( $\bar{x}$ =3.14, SD=1.04); procure furniture for the library ( $\bar{x}$ =3.11, SD=.96); purchase of library furniture ( $\bar{x}$ =3.09, SD=.95); purchase of audio-visual materials ( $\bar{x}$ =3.07, SD=.90); procure furniture for the library ( $\bar{x}$ =3.13, SD=.95); purchase of library working materials ( $\bar{x}$ =3.09, SD=.84) and procure relevant library software ( $\bar{x}$ =3.03, SD=.96). See table 5 for others.

Also, the overall mean showed that purchase of library working materials ( $\bar{x}$ =3.75, SD=.44) is ranked highest, while establishing a standard bindery unit ( $\bar{x}$  = 2.06, SD=1.06) is ranked lowest



as regard extent of utilization of TETFund LDI in meeting the focus areas in public university libraries. Finally the overall mean score of ( $\bar{x}$ =3.12, SD=.88) shows that utilization of TETFund LDI in meeting the focus areas in public university libraries is at a high extent.

The oral interview revealed that procedural error in utilization of TETFund LDI areas of focus accounts for the most of the problems encountered in most of the public universities. Some of university librarians do not involve other stakeholders in utilizing the fund. Some claim ignorance of how LDI is utilized. According to them “we only receive books to process “

**Research Question 3:**

**Table 4: Mean Responses of Respondents on Extent TETFund LDI Facilitates Effective Service Delivery in Public University**

	School Ownership				Overall		R	D
	State		Federal		Mean	SD		
	Mean	SD	Mean	SD	Mean	SD		
1 Circulation of library materials	3.82	.53	3.81	.55	3.82	.54	1 <sup>st</sup>	VHE
2 Acquisition of library collections	3.82	.39	3.64	.73	3.74	.58	2 <sup>nd</sup>	VHE
3 Cataloguing/ Classification	3.71	.46	3.52	.77	3.62	.63	3 <sup>rd</sup>	VHE
4 Current Awareness Services (CAS)	3.44	.69	3.26	.77	3.36	.73	4 <sup>th</sup>	HE
5 Internet services provision	3.13	.97	3.29	.86	3.21	.92	5 <sup>th</sup>	HE
6 Audio-visual resources provision	3.04	1.07	3.36	.96	3.20	1.02	6 <sup>th</sup>	HE
7 Interlibrary cooperation	3.07	.94	3.14	.93	3.10	.93	7 <sup>th</sup>	HE
8 User education	3.09	.87	2.98	1.07	3.03	.97	8 <sup>th</sup>	HE
9 Reprographic services	3.04	.82	2.95	1.01	3.00	.91	9 <sup>th</sup>	HE
10 Reference services	2.84	.98	3.02	1.00	2.93	.99	10 <sup>th</sup>	HE
11 Documents delivery	2.98	.81	2.86	.87	2.92	.84	11 <sup>th</sup>	HE
12 Selective Dissemination of Information (SDI)	2.89	.80	2.90	.88	2.90	.84	12 <sup>th</sup>	HE
13 Bibliographic services	2.84	1.11	2.90	.96	2.87	1.03	13 <sup>th</sup>	HE
14 Bindery/Preservation Cluster Mean	2.20	1.22	2.12	.99	2.16	1.11	14 <sup>th</sup>	LE
	3.14	.83	3.13	.88	3.13	.86		

**Key: VHE-Very High Extent, HE- High Extent, LE- Low Extent, NE- Not Extent, SD-standard Deviation, R-Rank, D-Decision**

The respondents were asked to indicate the extent to which TETFund LDI facilitates effective service delivery. Using the principle of real limit of numbers, responses as presented on Table 11 indicated that to a very high extent, TETFund LDI support service circulation of library materials ( $\bar{x}$ =3.82, SD=.54); acquisition of library collections ( $\bar{x}$ =3.74, SD=.58) and cataloguing/ classification ( $\bar{x}$ =3.62, SD=.63). It also, to a high extent contribute to service delivery through current awareness services (CAS) ( $\bar{x}$ =3.36, SD=.73); internet services provision ( $\bar{x}$ =3.21, SD=.92); audio-visual resources provision ( $\bar{x}$ =3.20, SD=1.02); interlibrary cooperation ( $\bar{x}$ =3.10, SD=.93); user education ( $\bar{x}$ =3.03, SD=.97); reprographic services ( $\bar{x}$ =3.00, SD=.91); reference services ( $\bar{x}$ =2.93, SD=.99); documents delivery ( $\bar{x}$ =2.92, SD=.84); selective dissemination of information (SDI) ( $\bar{x}$ =2.90, SD=.84) and bibliographic services ( $\bar{x}$ =2.87, SD=1.03).

Also, the overall mean showed that circulation of library materials ( $\bar{x}$ =3.82, SD=.54) is ranked highest, while Bindery/Preservation ( $\bar{x}$  = 2.16, SD=1.11) is ranked lowest as regard extent to which TETFund LDI facilitates effective service delivery. Finally the overall mean score of ( $\bar{x}$ =3.13, SD=.88) shows that to high extent TETFund LDI facilitates effective service delivery.



Through the oral interview, it was discovered the interviewee expressed the view that TETFund LDI has tremendously contributed to effective library delivery in their university libraries. It were stated that TETFund LDI increased job satisfaction and motivation among library.

**Research Question 4:**

What are the challenges associated with access and utilization of TETFund LDI in public university libraries in North East, Nigeria?

**Table 5: Mean Responses of Respondent on Challenges in Accessing and Utilizing TETFund LDI in Public University**

	<u>School Ownership</u>				<u>Overall;</u>		<u>D</u>
	State		Federal		Mean	SD	
	Mean	SD	Mean	SD	Mean	SD	
<b>A Access</b>	3.14	.88	3.14	.92	3.14	.89	A
1 Delay in approving proposals	3.16	.93	3.12	.89	3.14	.90	A
2 Delay in inspecting completed projects	3.73	.45	3.71	.46	3.72	.45	A
3 Delay in releasing allocations	3.51	.63	3.52	.80	3.52	.71	A
4 Bureaucratic bottleneck in accessing the fund	3.22	.95	3.31	.90	3.26	.92	A
5 Inability to meet TETFund guidelines for accessing the fund	2.87	.99	3.00	1.01	2.93	1.00	A
6 Lack of cooperation from university management	3.29	.79	3.02	1.00	3.16	.90	A
7 Lack of cooperation from TETFund desk officer	2.33	1.24	2.29	1.13	2.31	1.18	D
8 Lack of cooperation from the Bursar	2.62	1.11	2.88	1.19	2.75	1.15	A
9 Inadequate funds for projects	3.56	.81	3.43	.86	3.49	.83	A
<b>Utilization</b>	3.01	.97	2.98	1.01	3.00	.98	A
10 Bye-passing the librarian in utilizing the fund	3.27	.78	3.17	.91	3.22	.84	A
11 Getting approval of substituted titles of books and journals	3.24	.86	3.07	1.07	3.16	.96	A
12 Use of incompetent contractors	3.24	.88	3.26	.77	3.25	.82	A
13 Unequal disbursement of funds to beneficiaries	3.24	.98	3.19	.97	3.22	.97	A
14 Inadequate staff to handle the TETFund LDI	2.51	1.16	2.76	1.08	2.63	1.12	A
15 Corruption through inflation of prices	2.56	1.14	2.43	1.25	2.49	1.19	D
Cluster Mean	3.09	.76	3.07	.53	3.08	.58	

**Key: Agree- A, Disagree-D, SD-standard Deviation, R-Rank, D-Decision**

The data presented in table 13 revealed that the mean ratings of the responses of the respondents on the fifteen (15) identified items on challenges associated with access and utilization of TETFund LDI in public university libraries in North East, Nigeria had mean values ranging from  $\bar{x}=2.31, SD=1.18$  to  $\bar{x}=3.72, SD=.45$ . This implies that except lack of cooperation from TETFund desk officer ( $\bar{x}=2.31, SD=1.18$ ) (for access), and corruption through inflation of prices ( $\bar{x}=2.49, SD=1.19$ ) (for utilization) all are above the criterion mean of 2.50 on a 4 point rating scale. The standard deviation values for the fifteen (15) identified items on challenges ranged from  $SD=.71$  to  $SD=1.19$  which implied that the respondents were not far from one another in their responses.

One of important observation recorded in the oral interview was the great danger posed by crises being witness in North East in having a serious negative effect on access and utilization of TETFund LDI in public university in the region. They highlighted that due to this crisis, schools in the region are unable to retire their previous allocation to enable them access subsequent allocations. According to them, the fear of being attached had led the TETFund



LDI officers not to visit the region for a long time, and since the guideline stipulated that verification is required to enable the institutions access fresh allocations, these institutions are now caught in the web.

**Research Question 5:**

What are the strategies that can be adopted to enhance access and utilization of TETFund LDI for effective service delivery in public university libraries in North East Nigeria?

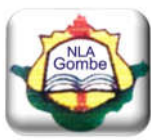
**Table 6: Mean Responses on Strategies for Enhancing Access and Utilization of TETFund LDI in Public University**

	School Ownership				Overall		D
	State		Federal		Mean	SD	
	Mean	SD	Mean	SD			
<b>A Access</b>	<b>3.16</b>	<b>.92</b>	<b>3.21</b>	<b>.91</b>	<b>3.18</b>	<b>.91</b>	<b>A</b>
<b>1</b> Establishment of zonal or state offices of TETFund	3.60	.86	3.55	.89	3.57	.87	VA
<b>2</b> Review of the guidelines to remove bottlenecks	3.16	.82	3.14	.78	3.15	.80	A
<b>3</b> Removing stringent requirements in the guideline	3.04	.93	3.14	.90	3.09	.91	A
<b>4</b> Prompt release of funds	3.33	.98	3.14	.95	3.24	.96	A
<b>5</b> Provision of more funds	2.69	1.00	3.07	1.02	2.87	1.02	A
<b>B Utilization</b>	3.06	.88	3.17	.92	3.11	.90	A
<b>6</b> Regular inspection of completed projects	3.02	1.01	3.19	.97	3.10	.99	A
<b>7</b> Regular workshop for staff handling TETFund LDI	3.62	.61	3.62	.82	3.62	.72	VA
<b>8</b> Allowing institutions to substitute tiles of books/journal if they are not more than 10% without reference to TETFund	3.11	.75	2.98	1.00	3.05	.87	A
<b>9</b> Allowing libraries to use the fund for library consumables	2.53	1.20	2.98	.98	2.75	1.11	A
<b>10</b> Allowing libraries to use the fund for staff training	3.00	.83	3.10	.82	3.05	.82	A
Cluster Mean	3.11	.90	3.19	.91	3.15	.91	A

**Key:** VA=Very Appropriate, A=Appropriate, LA=Less Appropriate, NA=Not Appropriate, SD-standard Deviation, R-Rank, D-Decision

The respondents were asked to indicate strategies for enhancing access and utilization of TETFund LDI. Using the principle of real limit of numbers, responses as presented on Table 15 indicated that in enhancing access, it is very appropriate strategies to establish zonal or state offices of TETFund ( $\bar{x}$ =3.57, SD=.87) , while in enhancing utilization, it is very appropriate for regular inspection of completed projects ( $\bar{x}$ =3.62, SD=.92) . Also, the overall mean showed that regular inspection of completed projects ( $\bar{x}$ =3.62, SD=.92) is ranked highest, while allowing libraries to use the fund for library consumables ( $\bar{x}$  = 2.75, SD=1.11) is ranked lowest as regard to strategies for enhancing access and utilization of TETFund LDI.

The oral interview also showed that in order to fortify TETFund LDI in public university, as mentioned by the interviewees, regional offices of TETFund should be created. The participants stated that desk officers in the institutions are not enough to provide solution to numerous problems encountered by beneficiaries.



### **Summary of the findings**

1. Accessing TETFund LDI to a high extent help in meeting focus areas of universities in North East, Nigeria
2. Utilization TETFund LDI to a high extent helps in meeting focus areas of university libraries in North East, Nigeria.
3. TETFund LDI have contributed a great deal in effective service delivery in public universities in North East, Nigeria
4. Challenges associated with access and utilization of TETFund LDI in public university libraries include administrative bottlenecks, inability to inspect completed projects on time and delay in the release of allocations to beneficiaries
5. Establishing TETFund LDI zonal offices, prompt release of funds, and timely inspection of completed projects among others will help improve access and utilization of TETFund LDI by public university libraries in North east, Nigeria.

### **Recommendation**

Based on the findings of the study, it is therefore recommended that:

There should be a review of the guidelines for accessing the fund to make it easier for beneficiaries.

There is need for regular inspection of completed projects by TETFund to enable benefitting libraries access subsequent interventions. LDI funds will no longer be accumulating at TETFund while libraries in dare need of funds to improve their services.

TETFund management should consider staff training to keep library staff up-to-date particularly on ICT so that the facilities provided are utilized effectively.

Public university libraries should be allowed to use LDI to construct new buildings. More so, with ICT making waves in library services, the structures need to be developed to accommodate such facilities.

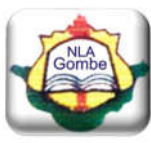
TETFund need to establish zonal offices to bring it closer to the beneficiaries. This will speed up the process of monitoring and inspection of projects. Public universities libraries also get clarification on issues faster where they face challenges in accessing and utilizing LDI

### **Conclusion**

This study access and utilization of Library Development Intervention of TETFund for effective service delivery by public university libraries in North East, Nigeria adopted descriptive survey research method with a view to find out funding government owned university libraries to provide effective services and resources. This study used questionnaire and interview as instruments for data collection. 7 federal and 6 state public universities were studied. The population of the study comprised of 108 respondents comprising of 13 University librarians, 13 Acquisition Librarians, 13 TETFund Desk Officers and 69 members of Library Development Committees from the libraries under study. Mean and standard deviation were used to answer the research questions.

Findings of the study showed that TETFund was a timely and critical lifeline to university libraries particularly state university libraries and has contributed greatly to the development of university libraries. It was also discovered that a lot of problems are encountered in accessing and utilizing the fund such as bureaucratic bottleneck which has been a clog in the wheel of progress and delays in inspecting completed projects thereby denying the use of the fund for library resources and services to mention a few. Review of guidelines to remove bureaucratic





bottleneck and engaging honest and seasoned contractor in executing TETFund projects in the institutions will go a long way in improving access and utilization of this fund for effective service delivery in university libraries.

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