

IMPACT OF TETFUND ON THE MANAGEMENT OF BENUE STATE UNIVERSITY, MAKURDI-NIGERIA

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Abstract

This study investigated the impact of TETFund on management of Benue State University, Makurdi. Three research questions and three hypotheses were formulated and tested at 0.05 level of significance. The research design used for this study was descriptive survey design. The population of the study comprises 517 academic staff of Benue State University, Makurdi. The sample of the study was 226 academic staff drawn from seven faculties of the university. The instrument used for this study was questionnaire, titled TETFund and Management of Tertiary Institutions Questionnaire (TMTIQ). Mean scores and standard deviation were used in answering the research questions with a cut-off point of 1.50 and above regarded as accepted and less than 1.50 regarded as rejected. The hypotheses were tested using chi-square technique at 5% level of significance. The findings indicate that TETFund have significant impact on academic staff training, conference attendance, research grant, laboratory equipment, lecture offices, staff offices and library materials. Based on the findings of the study it was recommended among others that more lecture halls should be built and lecture hall facilities such as chairs, lecture hall stand, lightening points, tables and fans in the universities. Lecture halls should be built according to specification with standard, good and quality materials to enhance their durability. Government and donor agencies should continue to fund TETFund so that it will intensify more efforts in allocating fund for the provision of computer/ICT technology for training and re-training of staff in the use of internet. TETFund should put more efforts to provide library facilities in universities. This could be done through provision or procurement of library facilities such as tables, chairs, fans, index, journals, quality and standard textbooks. They should also provide automated library facilities in the universities to enable students and staff have access to teaching and learning materials.

Introduction

There is no doubt that schools in Benue state have grown in number of enrolment as well as expansion of programmes and this had led to insufficient infrastructure and these led to the over stretching of the infrastructural facilities. The situation has become worrisome and the effort by Benue State government seems not been adequately in solving the problem faced by the institutions. This situation is not only peculiar to tertiary institutions in Benue State alone but other tertiary institutions in Nigeria. There is wide decay of infrastructural facilities. Infrastructures are parts of the resources and facilities which aid the effectiveness of teaching and learning process have great potencies for knowledge dissemination, effective learning, and the development of more efficient and effective educational services.

The provision of requisite facilities and infrastructure in the university education programme of tertiary institutions would be a powerful way to contribute to educational change, better prepared students, improvement in learning outcomes and competencies of learners, as well as equipping students with survival skills in the world of work. Adequate provision of infrastructural facilities in universities could become a tool for helping youths to become job creators, instead of job seekers, therefore, there is need to provide and maintain adequate infrastructural facilities. It can also be seen as the basic facilities, services and installations for an organization of system to function. Thus an infrastructure is the basis upon which something else “run” or “operates”, without which operations are not possible (Xia and King, 2017).

Ihuoma (2018) elucidated that facilities management is an integral part of the overall school management. Actualization of the educational goals and objectives requires the provision and maximum utilization of essential resources. School facilities contribute the major components of both direct and indirect action elements in the learning environment. Nwagwu (2017) stated that the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place, while Nnoli (2016) emphasized that the availability, relevance and adequacy of educational resource items contribute to academic achievement, and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings bereft of aesthetic beauty contribute to poor student academic performance.

NCER (2013) emphasized that physical needs are met by providing safe structure, adequate sanitary facilities, and a balanced visual environment while emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment. The educational system has undergone tremendous changes in its philosophy, broadened goals and objectives, new approaches to service delivery and architectural design. Other changes include quantum leap in school enrolment, multiplicity of curricula programmes and extra-curricular activities, introduction of Information and Communication Technology (ICT), and expanded academic support services such as guidance services to students, teachers and community, and integration of the school and community. The resultant effect of all these changes is the need for creative and innovative steps in school facilities management. Ihuoma (2018) emphasized that both teachers and students need flexible modern facilities for academic and social activities. Effective resources utilization is crucial for achieving goals and objectives at every level of education.

The decay of these infrastructural facilities in Nigerian universities has led to the introduction of Educational Tax Found in 1993 by them military government which was then

change to this present Tertiary Education trust fund (TETFund). Tertiary Education Trust Fund (TETFund) is an agency established by the government to solve the problem of poor funding in the Higher education sector in Nigeria. Tertiary Institutions according to National policy on Education (2013) are those institutions that cover the post secondary section of National education system which is given in universities, polytechnics and colleges of technology including college of education, the advanced teachers training colleges, correspondence colleges and institution as may be allied to them.

From 1980's and beyond, the decay of all tiers of education was monumental. Facilities had almost collapsed, teachers and lecturers moral was at its lowest. Enabling environment for conducive teaching and learning was absent. The administration of president, Ibrahim Babangida mindful of the reality of the situation took measures to arrest the rot. In December 1990 the Federal Government constituted the commission on the review of High Education in Nigeria (the Gray Longe Commission) to review the post-Independence Nigeria Higher education after Lord Ashby's Commission of 1959. The Longe commission recommended among others the funding of higher education through earmarked tax to be borne by companies operating in Nigeria. An implementation committee under the chairmanship of Professor Olu O. Akinkugbe was instituted to implementation Grey Longe's Commission report recommendations also an agreement was signed between the Federal Government and ASUU on the 3rd September, 1992 on funding of universities.

In January 1993, the Education Tax Act No. 7 of 1993 was promulgated alongside other education related Decrees. The Decree imposed a 2% tax on the assessable profits of all companies in Nigeria. This was a home grown solution to address issues of funding to rehabilitate decaying infrastructure, restore the lost glory of education and confidence in the system as well as consolidate the gains thereto; build capacity of teachers and lecturers; teacher development; development of prototype designs.

The Education Tax Act of No. 7 of 1993 mandated the Fund to operate as an intervention fund to all levels of public education (Federal, State and Local). This mandate was faithfully discharged between 1999 to May 2011 when the Education Tax Act was repealed and replaced with the Tertiary Education Trust Fund Act, due to lapses and challenges in operating the Education Trust Fund. These lapses and challenges include: The ETF was overburdened and overstretched and could only render palliative support to all levels of public educational institutions in Nigeria; Duplication of functions and mandate of other agencies set up after the ETF, such as Universal Basic Education (UBE) and Millennium Development Goal (MDG). The decay, rot and dilapidation of facilities issues in the tertiary education continued to be irritating as funds were only thinly spread.

The Tertiary Education Trust Fund (TETFund) was originally established as Education Trust Fund (ETF) by the Act No. 7 of 1993 as amended by Act no. 40 of 1998 (now repealed and replaced with Tertiary Education Trust Fund Act 2011). It is an intervention agency set up to provide supplementary support to all level of public tertiary institutions

The main source of income available to the Fund is the two percent education tax paid from the assessable profit of companies registered in Nigeria. The Federal Inland Revenue Services (FIRS) assesses and collects the tax on behalf of the Fund. The funds are disbursed for the general improvement of education in federal and state tertiary educations specifically for the provision or maintenance of: Essential physical infrastructure for teaching and

learning, institutional material and equipment, research and publications, academic staff training and development and any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher educational institutions.

Infrastructural facility like lecture halls in universities in Nigeria are very important. According to Chan (2014), notes that most of lectures halls are critically in short supply. Lecture halls are overcrowded and inadequate such that many classes are held under shades (trees) and on open ground. Sad enough, proper teaching cannot be done in these types of unorthodox makeshift classrooms because students' learning in quantity and quality will be intangible and poor due to this lack of facilities.

At every level of science education, laboratories are perceived as a vehicle for curriculum enhancement studies. Linn (2012) have indicated that a properly equipped and functional science laboratory has the potential for enhancing science learning. Science laboratories have a central and distinctive role and use of science equipment and science educators suggest that there are rich benefits in learning from using laboratories facilities. In many universities in Nigeria laboratories are either in no existence or inadequate and this has made it difficult for scientific research in universities in Nigeria. And laboratories have been found to be the scientists' workshop where practical activities are conducted to enhance a meaningful learning of science concepts and theories. Most of laboratories found in our universities are poorly maintained laboratories and workshops with scanty and expired chemicals, instruments, leaking roofs, fallen ceilings, broken windows and cracked floors. These discourage students' learning of science and carrying out of experiments/practices and use of the laboratory in general. Effective teaching and learning of science can only take place in a school that has a well-stocked and maintained laboratory (Num, 2018).

Hostel accommodation is a vital requirement for social interaction and to enable University tradition pass through the students while they pass through the four walls of the university. Most of the young generation universities in Nigeria are non residential. This is accountable for the high rate of indiscipline, incivility and criminal tendencies which have become the lot of Nigerian undergraduates. A hostel is referred to a place where people can stay when their residence is located far from the educational institution and which is considered essential to students' needs, which also called student housing. Hostel is built with some institutional or formal characteristics and where students have access to the university recreational facilities (Khozaei, Ayub, Hassan & Khozaei, 2010).

The situation described above is not different from the situation of institutions in Benue State as most of infrastructural facilities like lecture halls, science laboratories, library facilities and hostel accommodations are either inadequate or not available to be used. It is against this background that the researcher wants to decipher the influence of TETFund on the management of tertiary institution in Benue State.

Statement of the Problem

Education in Nigeria has been faced with so many problems including funding which has resulted in the decay of physical structures, poor library and laboratory equipment, poor teaching and learning aids, poor innovative and creative approaches to modern education system, poor research and book development, poor staff/lecturers training. In the light of these problems, government after the past attempt failed to solve the existing problems

decided to introduce TETFund to overcome the above stated problems in other to standardize the educational system.

Ideally, TETFund is supposed to act as an intervention agency to provide funding for the educational facilities, and infrastructural development so that the decay in the infrastructural facilities would be solved in the Benue State University, to promote creative and innovative approaches to educational learning and teaching to ensure library and laboratory development and to champion new literacy enhancing programmes such as scientific information and technological literacy. But despite its numerous achievements since its establishment to date, the stated problems still exist as it is evident with the Benue state university. This has informed the researcher to investigate the impact of TETFund on the management of Benue State University, Makurdi.

Purpose of the Study

The purpose of the study is to investigate the impact of TETFund on the management of Benue State University, Makurdi. Specifically, the study sought to:

1. find out the influence of TETFund on provision of lecture halls in Benue State University, Makurdi.
2. determine the influence of TETFund on the provision of computer/ICT technology in Benue State University, Makurdi.
3. find out the influence of TETFund on the provision of library facilities in Benue State University, Makurdi.

Research Questions

The following research questions guided the study.

1. What impact has TETFund on provision of lecture halls in Benue State University, Makurdi?
2. What is the impact of TETFund on the provision of computer/ICT technology in Benue State University, Makurdi?
3. What impact has TETFund on the provision of library facilities in Benue State University, Makurdi?

Hypotheses

The following hypotheses were formulated and tested at 0.05 alpha level.

1. TETFund has no significant impact on the provision of lecture halls in Benue State University, Makurdi.
2. TETFund has no significant impact on the provision of computer/ICT technology in Benue State University, Makurdi.
3. TETFund has no significant impact on the provision of library facilities in Benue State University, Makurdi.

Research Method

The study adopted the descriptive survey design. Descriptive design is the type in which a group of people or items are studied by collecting and analyzing data from few people considered to be representative sample of the entire population (Emaikwu, 2019). The study was conducted in Benue State University (BSU). The population of this study was 517 academic staff of Benue State University, Makurdi. The sample of this study is made up of 226 academic staff drawn from seven faculties of the university. Taro Yamene was used

to determine the sample size. Purposive sampling technique was used to select the sample size using hat and draw method of balloting with replacement. A structured questionnaire titled: TETFund and Management of Tertiary Institutions Questionnaire (TMTIQ) was used to obtain information for the study. In order to establish the reliability of the instrument, a trial test was conducted on 40 respondents-30 academic staff and 10 senior non-academic staff who were purposively selected from Federal University of Agriculture, Makurdi, which was not part of the population and sample. Data collected were analyzed using Cronbach's Alpha to determine the reliability and consistency of the questionnaire which yielded overall coefficient of 0.94. This implies that the instrument was reliable, hence it agrees with Emaikwu (2019) that the reliability of 0.60 and above is considered adequate for use as an instrument for field study. The collected data was analyzed using descriptive statistics of means and standard deviation to answer the research questions. To answer research questions, the cut-off point of 1.50 was used for decision making. Mean scores of 1.50 and above was accepted as having the desired influence. While those below the cut-off point of 1.50 was not accepted as having no influence. The Chi-Square was used in testing of the hypothesis at 0.05 level of significance.

Results

Analysis and Interpretation

The mean and standard deviation were used to answer the research questions. The results are presented on tables 1-3, the five null hypotheses were tested at 0.05 level of significant using Chi-square (χ^2) test of goodness of fit, the results are presented on tables 4-6. The findings of the study were also discussed accordingly. The research questions were analysed using the cut-off point of 1.50 and above to determine positive responses and such mean scores were accepted, while any mean scores below 1.50 was regarded as a negative response and was not accepted

Research Question 1: What impact has TET Fund on provision of lecture halls in Benue State University, Makurdi?

Table 1: Mean Scores and Standard Deviation of the impact of TETFund on provision of lecture halls.

S/N	Item Description	YES	NO	MEAN	SD	Decision
1	Are there adequate lecture rooms/halls to cater for the population of students	156	70	1.69	.463	Accepted
2	Well-built TETFund lecture halls are in place to ensure effective teaching and learning	183	43	1.82	.393	Accepted
3	TETFund lecture halls are well ventilated which motivate students to effectively participate in lecture activities	166	60	1.73	.443	Accepted
4	TETFund provides adequate lecture halls which influence	158	68	1.70	.460	Accepted

	teaching/learning process in Benue State University					
5	The lecture halls in the Benue State University are well built	143	83	1.63	.483	Accepted
	Cluster Mean/SD			1.71	0.448	Accepted

Note: YES, NO, Mean, STD=Standard Deviation

Table 1 shows mean scores of items 1-5 as 1.69, 1.82, 1.73, 1.70 and 1.63 with the corresponding standard deviation of 0.463, 0.393, 0.443, 0.460 and 0.483 respectively. This indicates that respondents agree that there are adequate lecture rooms/halls to cater for the population of students. They also agree that well-built TETFund lecture halls are in place to ensure effective teaching and learning. They agree that TETFund lecture halls are well ventilated which motivate students to effectively participate in lecture activities. The cluster mean of 1.71 with corresponding standard deviation of 0.448 is found to be above the cut-off point of 1.50. The implication is that TETFund have impact on provision of lecture halls.

Research Question 2: What is the impact of TETFund on the provision of computer/ICT technology in Benue State University, Makurdi?

Table 2: Mean Scores and Standard Deviation of the impact of TETFund on the provision of computer/ICT technology.

S/N	Item Description	YES	NO	MEAN	SD	Decision
6	Internet facilities are provided by TETFund to enhance easy access to online resources	171	55	1.76	.430	Accepted
7	TETFund provides ICT facilities to make every student computer literate	51	175	1.23	.419	Not Accepted
8	TETFund's provided ICT has made information easier for students embarking on research or even for assignment given in class	121	105	1.54	.500	Accepted
9	Provision of ICTs under TETFund's enable students to solve their technological problems	161	65	1.71	.454	Accepted
10	ICT should be made a compulsory subjects in all level of education but TETFund provision is inadequate	128	98	1.57	.497	Accepted
	Cluster Mean/SD			1.56	0.460	Accepted

Note: YES, NO, Mean, STD=Standard Deviation

Table 2 reveals mean scores of items 6-10 as 1.76, 1.23, 1.54, 1.71 and 1.57 with the corresponding standard deviation of 0.430, 0.419, 0.500, 0.454, and 0.497 respectively. This indicates that respondents agree that Internet facilities are provided by TETFund to enhance easy access to online resources. The respondents disagree that TETFund provides ICT

facilities to make every student computer literate. They also agree that provision of ICTs under TETFund's enable students to solve their technological problems. The cluster mean of 1.56 with corresponding standard deviation of 0.460 is found to be above the cut-off point of 1.50. This means that TETFund have impact on the provision of computer/ICT technology.

Research Question 3: What impact has TETFund on the provision of library facilities in Benue State University, Makurdi?

Table 3: Mean Scores and Standard Deviation of the impact of TETFund on the provision of library facilities.

S/N	Item Description	YES	NO	MEAN	SD	Decision
11	Are there well- stocked TETFund provided departmental libraries in the University	193	33	1.85	.354	Accepted
12	Has TETFund provided main library to the university?	211	15	1.93	.249	Accepted
13	The university library has adequate textbooks due to TETFund intervention	198	28	1.88	.330	Accepted
14	Has TETFund provided adequate seats in the library to enhanced effective learning in the university?	173	53	1.77	.425	Accepted
15	Are TETFund provided library automated	62	164	1.27	.447	Accepted
Cluster Mean/SD				1.74	0.361	Accepted

Note: YES, NO, Mean, STD=Standard Deviation

Table 3 shows mean scores on items 11-15 as 1.85, 1.93, 1.88, 1.77 and 1.27 with the corresponding standard deviation of 0.354, 0.249, 0.330, 0.425 and 0.447 respectively. This indicates that respondent agree that there are well- stocked TETFund provided departmental libraries in the University. They agree that TETFund provided main library to the university. They agree that truant students regularly cheat in examination. They also agree that the University library has adequate textbooks due to TETFund intervention. The cluster mean of 1.74 with corresponding standard deviation of 0.361 is found to be above the cut-off point of 1.50. This means that TETFund have impact on the provision of library facilities.

Hypothesis 1: TETFund has no significant impact on the provision of lecture halls in Benue State University, Makurdi.

Table 6: Chi-Square Test for the impact of TETFund on the provision of lecture halls

Reponses Mode	Observed Frequency	Expected Frequency	Df	Level Sign	Chi-square	P.Value	Decision
Yes	806	565.0	1	0.05	205.596	0.00	Significant
NO	324	565.0					

Table 6 reveals chi-square value of 205.596, $df = 1$ and $p = 0.00$. Since, P.Value of 0.00 is less than the alpha level of 0.05. The null hypothesis which states that TETFund has no significant impact on the provision of lecture halls in tertiary institutions in Benue State is rejected. This implies that TETFund have significant impact on the provision of lecture halls.

Hypothesis 2: TET Fund has no significant impact on the provision of computer/ICT technology in Benue State University, Makurdi.

Table 7: Chi-Square Test for the impact of TETFund on the provision of computer/ICT technology

Reponses Mode	Observed Frequency	Expected Frequency	df	Level Sign	Chi-square	P.Value	Decision
YES	632	565.0	1	0.05	15.890	0.00	Significant
NO	498						

Table 7 indicates chi-square value of 15.890, $df = 1$ and $p = 0.00$. Since, P. Value of 0.00 is less than the alpha level of 0.05. The null hypothesis which states that TET Fund has no significant impact on the provision of computer/ICT technology in tertiary institutions in Benue State is rejected. This implies that TET Fund have significant impact on the provision of computer/ICT technology.

Hypothesis 3: TETFund has no significant impact on the provision of library facilities in Benue State University, Makurdi.

Table 8: Chi-Square Test for the impact of TETFund on the provision of library facilities

Reponses Mode	Observed Frequency	Expected Frequency	df	Level Sign	Chi-square	P.Value	Decision
YES	182	565.0	1	0.05	261.890	0.00	Significant
NO	243	565.0					

Table 8 showed chi-square value of 261.890, $df = 1$ and $p = 0.00$. Since, P.Value of 0.00 is less than the alpha level of 0.05. The null hypothesis which states that TETFund has no significant impact on the provision of library facilities in tertiary institutions in Benue State is rejected. This implies that TETFund has significant impact on the provision of library facilities.

Discussion of Findings

The discussion of the findings of the study is organized around the research questions and hypotheses for ease of reading and comprehension;

The first finding revealed that TETFund has significant impact on the provision of lecture halls on the management of Benue State University, Makurdi. This finding agrees with the finding of Martins (2010) who carried out a study on lecture hall-size and educational achievement in some elementary schools in London. The purpose of the study was to determine the role played by large lecture hall size on teaching and learning in elementary schools. The findings revealed that, large lecture hall sizes significantly affected teaching and

learning in elementary schools. The study further revealed that in large lecture halls, students hardly pay attention beyond 20 minutes to what the teacher was teaching. The study recommended that more teachers should be deployed where necessary to handle large classes for better coordination and academic performance.

The second finding revealed that TETFund have significant impact on the provision of computer/ICT technology on the management of Benue State University, Makurdi. This finding lends credence to Adomi (2017), who stated that TETFund launched e-schools initiative, intended to equip all Universities with ICT facilities, including computers, radio and television sets, phones and fax machines, scanners, digital cameras and copiers among others and to connect the students to the internet. He stated that the aim of the initiative was to impart ICT skills to young Africans in universities and noted that although efforts have been made to ensure that ICTs are available and used in Nigeria universities.

The third finding showed that TETFund have significant impact on the provision of library facilities on the management of Benue State University, Makurdi. This study agree with Yousefi and Yousefi (2017) who state that adequacy of fund allocation has major influence on the provision of qualitative and quantitative information materials, staff and other facilities to enhance the sustainability of departmental/ faculty libraries in Nigerian universities. It is quite unfortunate that university main libraries hardly received adequate fund which can be extended to the faculty/departments and other branch libraries within the universities. Misplaced and misapplication of necessary fund allocated to the university libraries are the bane of university libraries in Nigeria as library staff can hardly access funding to attend refresher courses and workshops. According to Ani and Edem, (2011) fund allocated to University libraries for development purposes are sometimes diverted to non-library purposes at the detriment of university libraries growth at this age when timely access to information and knowledge in the academic environment such as the university is dependent on the degree of application and integration of modern ICTs in academic and research activities.

Conclusion/Recommendation

TETFund is an agency set up by Federal Government to provide funds to Nigerian public universities to improve the quality of teaching and learning in especially public universities. Before the establishment of TETFund most public universities were lacking in lecture halls, computer/ICT technology and library facilities in tertiary institutions in Benue State. However, with the establishment of this agency, it has improve the staff access to conferences and workshops, granting them access to funds to attend training abroad, building of staff offices, lecture halls, facilities such as chairs, tables, computers and internet facilities. TETFund has increase in providing library facilities such as tables, chairs, fans, journals, textbooks and index. Based on the findings of this study, it can be concluded that TETFund had positive impact on the provision of lecture halls, computer/ICT technology and library facilities in tertiary institutions in Benue State. It is therefore recommended that more lecture halls should be built and lecture hall facilities such as chairs, lecture hall stand, lighting points, tables and fans in the universities. Lecture halls should be built according to specification with standard, good and quality materials to enhance their durability. Government and donor agencies should continue to fund TETFund so that it will intensify more efforts in allocating fund for the provision of computer/ICT technology for training and re-training of staff in the use of internet. TETFund should put more efforts to provide library

facilities in universities. This could be done through provision or procurement of library facilities such as tables, chairs, fans, index, journals, quality and standard textbooks. They should also provide automated library facilities in the universities to enable students and staff have access to teaching and learning materials.

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