

IMPACT OF TERTIARY EDUCATION TRUSTFund (TETFund) ON THE TRAINING OF TEACHING STAFF OF PUBLIC TERTIARY INSTITUTIONS IN THE FEDERAL CAPITAL TERRITORY, NIGERIA

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Abstract

This study was on the Impact of Tertiary Education TrustFund on the training of teaching staff of public tertiary institutions in the Federal Capital Territory, Abuja, Nigeria. The study adopted the cross-sectional descriptive survey research design. The total population of the study was 865 teaching staff drawn from public tertiary institutions in the Federal Capital Territory. Primary data were collected using structured questionnaire that were administered on a sample of 274 teaching staff which were used for the analyses. One research question was answered, while one hypothesis was formulated and tested with the use of SPSS version 25, where Product Moment Correlation Coefficient formula and simple regression analysis used for the analysis at 0.05 significant level were employed. The results of the study indicated that TETFund intervention had a positive and significant impact on the training of teaching staff of tertiary institutions in the Federal Capital Territory. Based on the findings, the study recommended among others that TETFund should increase its yearly allocations of funds to tertiary institutions in the FCT, Abuja and the 2 percent assessable profit from registered companies operating in Nigeria should be increased to about 4 percent.

Keywords: Teaching Staff, Tertiary Education, Tertiary Education TRUSTFund

Introduction

Education is seen as the bedrock of the society, this is because it makes man, who is the major component of the society, to be able to cohabit with others in the human environment and be useful to himself and the society without being endangered. Education is dichotomized into formal and informal education. The latter is usually unstructured and commonly received from the family unit and the community, while the former is received in a structured, organized and supervised setting, with evidence (certificate) to show for its completion. Formal education is segmented into elementary/basic education, secondary education and tertiary education. More often than not, informal education does not require direct funding, but formal education requires deliberate and adequate funding to be able to achieve its goals.

Funding of education has remained an issue over the years. It has been oscillating among complete private sector financing model, joint partnership financing model and sole-government financing model (Azi & Drenkat, 2021). Regardless of whichever model in operation, the government, however, plays a regulatory role through the Ministry of Education and/or its agencies. Public tertiary education in Nigeria at the outset, was solely being financed by the Federal Government. But in recent times, State governments, private individuals and organisations are now permitted and encouraged to establish and run tertiary institutions .

Funding of public education in Nigeria always revolves around the government. This has made the government to make budgetary allocations to the educational sector from its annual budgets. Going by the 26 percent recommended benchmark by the United Nations Educational, Scientific and Cultural Organization(UNESCO), Nigeria has not been able to meet this standard.

Hence, tertiary institutions in Nigeria have been bedeviled by underfunding. Budgetary allocations from the government are not sufficient and the money needed to cover current and future expenses is not readily available (Dimunah, 2017). For instance, the budgetary allocation to education in 2016, 2017, 2018, 2019 and 2020 are ₦369.6b, ₦550b, ₦605.8b, ₦620.5b and ₦691.07b respectively (Imam, 2021)). The ratios of education to the total budgets are 6.1 percent, 7.4 percent, 7.04 percent, 7.07 percent and 6.7 percent in that order. This manifests in lack of training for teaching staff. Agha and Udu (2019) considered this to be the reason for poor teacher quality, poor academic performance of students, low rating of institutions and recruitment of unqualified teachers, among others.

This necessitated the establishment of Educational Tax Fund (ETF) in 1993 through the Decree 17 promulgated by the military regime of General Ibrahim Badamosi Babangida. It is the ETF that metamorphosed into Tertiary Education TrustFund (TETFund) in 2011 through an Act of Parliament (TETFund, 2012). Its source of finance is two percent of tax imposed on the assessable profit of all companies registered and operating in Nigeria.

The need for Tertiary Education Trust Fund became expedient because of the sorry state of the Nigerian tertiary institutions with dilapidated infrastructure, neglect of staff development and the inability to carry out any meaningful researches. This inadequate funding has forced the tertiary institutions into recruiting incompetent teachers, temporary teachers and visiting lecturers. Most of the teachers that could not be trained or retrained by the tertiary institutions, due to the cost implications, have become archaic, conservative, fixated, and at the same time, when compared with others across the globe, backward with the attendant consequence of hindered pedagogical incompetency. This has equally become a problem in the accreditation of courses in the tertiary institutions.

Despite the establishment of Tertiary Education TrustFund, the stated problems still exist in tertiary institutions in the Federal Capital Territory. It is on the strength of these myriads of problems that this research was prompted to investigate the impact of Tertiary Education TrustFund on the training of teaching staff of public tertiary institutions in the Federal Capital Territory, Abuja, Nigeria.

Objective of the Study

To investigate the impact of Tertiary Education TrustFund on the training of teaching staff of tertiary institutions.

Research question

The following research question was answered in this study:

1. What is the impact of Tertiary Education TrustFund in training of teaching staff in tertiary institutions in Federal Capital Territory, Abuja, Nigeria?

Research Hypotheses

The following hypothesis was tested at 0.05 level of significance in this study:

1. Tertiary Education TrustFund intervention has no significant impact on the training of teaching staff in tertiary institutions in Federal Capital Territory, Abuja, Nigeria.

Theoretical Framework

This study was predicated on the theory of structural functionalism propounded by Hebert Spencer. To Spencer (1898), structural functionalism is a framework that sees the society as a complex system whose parts work together to promote solidarity and stability. This theory was grounded on the basic assumption that within the political system, there exist some functions that must be performed in order for the system to exist or survive. The indispensability of the

functions to the survival of the political system led to the creation of certain structures to perform them. The purpose of the structural-functional analysis is to determine how these functions are performed and by what structure or with what effect on the overall system.

According to Spencer (1898), just as the various organs of the body work together to keep the body functioning, the parts of the society work together to keep the society functioning. The parts of the society that Spencer referred to were the social institutions focused on meeting social needs such as government, education, family, healthcare, religion and the economy.

Durkheim (1997) contributed to this theory in the area of how societies maintain internal stability and survive over time. Durkheim (1997) argued that complex societies are held together by solidarity, that is, social bonds, based on specialization and interdependence. Structural functionalism may be regarded as a continuation of the Durkheimian task of explaining the apparent stability and internal cohesion needed by societies to endure over time. Societies are seen as a coherent, bonded and fundamentally relational constructs that function like organisms, with the social institutions working together in an unconscious, quasi-automatic fashion towards achieving an overall social equilibrium.

Tertiary institutions, as structures within the political system, need the support of other structures to survive. Tertiary Education TrustFund is obviously one of them. The tertiary institutions also support other structures in the system to survive. The indispensability of the tertiary institutions in supplying the needed manpower to both public and private sectors is what gave the government the impetus to legally mandate that all registered companies in Nigeria should contribute two percent of their assessable profit to TETFund for funding intervention in the tertiary institutions in Nigeria.

From the foregoing therefore, tertiary institutions as social structures are expected to be effective, teaching staff for instance need to be accurately equipped with modern and dynamic pedagogy through training and acquisition of requisite academic knowledge. Public Tertiary institutions in Nigeria are however being confronted with several challenges due to inadequate funding, which has led to lack of training and re-training for teaching staff. To arrest this, and to ensure that the structures within the system continue to symbiotically counterbalance towards system equilibrium, Tertiary Education TrustFund was established to provide the required fillip. Tertiary Education TrustFund as a structure is, therefore, expected to perform certain functions of stabilizing the tertiary institutions through its targeted intervention funding activities.

Literature Review

Teaching staff of tertiary institutions are the bedrock of the schools. They are the ones that the tertiary institutions rely on to accomplish the mandate incumbent upon them. They are the ones that facilitate learning in the tertiary institutions. However, to be able to discharge their duties effectively and efficiently, there is the need for their training and retraining.

Training, according to Akomolafe and Bello (2019), is a planned specialized process which is undergone by employees to acquire when, why and how to obtain new skills, techniques and attitude that could enhance their positive contributions to the organization for the organizational success. Every organization that aims at excellence must train its staff in line with the needs and mandate of the organization. Training brings out the best in the human resources of an organization as it is a vehicle through which new skills and knowledge are acquired.

However, training of teaching staff comes with a cost that is beyond the financial capacity of most of the teaching staff of the tertiary institutions, and outside the purview of the budget of the tertiary institutions. It is imperative that the staff of the tertiary institutions be given adequate training as a way of improvement and enhancement. Edeagu (2019) revealed that an employee may have the qualification needed for a job, but may not have the necessary experience

and skills to perform the required task effectively. It is the training that empowers the employee. Training of employees has the possibility of boosting their confidence and may help them to deliver quality instructions and effectively disseminate quality contents.

However, tertiary institutions could not shoulder the responsibility of training and retraining. And the government's budgetary allocation has significantly dwindled (Idialu & Idialu, 2012). This led to the idea of allowing Education Tax Fund to metamorphose into Tertiary Education Trust Fund with the training of staff as one of its major responsibilities. This is in line with the submission of Bogoro (2019) who disclosed that staff are the priority of TETFund intervention policy because they are the drivers of communication and knowledge. Thus, funding of teaching staff training and development became one of the specific mandates of TETFund.

It is on that basis that Ezeali (2017) carried out a study on the impact of TETFund Intervention on Human Resources Development in Government Owned Tertiary Institutions in South Eastern Nigeria (2011-2016). The population of the study was 17,108 drawn from 5 tertiary institutions in South East, Nigeria. This was made up of 4,356 teaching staff and 12,752 non-teaching staff. A sample size of 391 was determined, through the use of Taro Yamane formula, and used for the study. The study adopted the descriptive survey research design. Primary data were collected using structured questionnaire. The results of the correlation tests indicated that TETFund intervention on training and development had great impact on improved skills and development of the staff of tertiary institutions. The study covered all tertiary institutions, just like this study. However, this study was delimited to only teaching staff and was conducted in the Federal Capital Territory.

Furthermore, Eneasator, Azubuike & Orji (2019) in a research examined the effects of manpower development efforts of TETFund on productivity and performance of academic staff members of Colleges of Education in Nigeria. The study further investigated the extent to which academic staff members availed themselves for maximum participation in manpower development efforts of TETFund. The descriptive survey research design was used for the study. The population of the study consisted of all the academic staff members of the 140 Colleges of Education in Nigeria. Purposive sampling technique was used to select sample size of 5,802 academic staff members. The study adopted the Mean ($\bar{X}$) and Chi-Square (χ^2) tools for statistical analysis, and they were used to analyse the data. The results showed that there was significant evidence that academic staff members were not making maximum use of the staff development programme available to Colleges of Education in Nigeria through TETFund. The study is similar to the present study in the area of training of staff of tertiary institutions. It however focused only on colleges of education as against this study that covered all levels of tertiary institutions.

This study concerned itself with the impact of TETFund on the training of teaching staff in tertiary institutions in the Federal Capital Territory, Abuja. The reviewed literatures were not specific about the intervention of TETFund on the training of teaching staff in tertiary institutions. Hence, the justification for this study.

Methodology

A cross-sectional descriptive survey design was adopted for this study. The rationale for adopting this design was based on the understanding that it afforded the researchers the advantage of direct observation of the phenomena that was investigated in addition to allowing the researchers to collect the needed information within a short time, without the need for follow-up of the participants, and to produce faster result at a lower cost (Zangirolami-Raimundo, Echeiberg & Leone, 2018). Cross-sectional descriptive survey design can also provide useful springboard to further research (Kendra, 2019). This is because it aims at generating robust

conclusions that is capable of creating new hypotheses that could be investigated with new researches.

The population of the study was made up of 865 teaching staff. The sample size was selected through the use of Taro Yamane (2007) sample size determination technique. The sample size therefore was made up of 274 teaching staff. This corresponds with the view of Nworgu (2006) who disclosed that in a survey research, the larger the size of the sample, the better and finer the result.

The researchers adopted simple random sampling in selecting the respondents used for this study. This enabled every public tertiary institution in the FCT have equal probability of being selected. The procedure was systematically planned in a way that the sample was the true representative of the population without any bias. Two tertiary institutions (University of Abuja and Federal College of Education, Zuba) were randomly selected through the use of simple random sampling out of the three public tertiary institutions in the FCT.

Multiple structured questionnaires titled “Impact of TETFund on the Training of Teaching Staff of Tertiary Education Questionnaire (ITTTSTEQ)” for teaching staff was used to elicit information from the respondents for the collection of data used in this study. The questionnaires were validated by two experts from Economics Education and one expert from Measurement and Evaluation from the Faculty of Education, University of Jos. Their individual observations and corrections reflected in the final copy of the instruments that were eventually used for data collection.

The internal consistency reliability coefficient of the questionnaire was established through the use of Cronbach Alpha method of establishing reliability. The reliability coefficient was found to be 0.8, and therefore was reliable. To obtain this, the researchers pilot-tested the questionnaire on 20 respondents in University of Jos, since they were not part of the sample for this study but possessed similar traits with the sample size of the study. After the distribution and the collection of the questionnaire, their responses were coded and run on Statistical Packages for Social Sciences (SPSS) Version 25, for reliability analysis.

The research question was analysed with the use of statistical Mean analysis that was predicated on the five-point Likert scale. The hypothesis was tested with the use of Product Moment Correlation Coefficient technique and simple regression analyses through SPSS version 25. Statistical decision on the hypothesis was based on Probability value (P-value) of 0.05 level of significance.

Results

Research Question 1: What is the impact of Tertiary Education TrustFund in training of teaching staff in tertiary institutions in Federal Capital Territory, Abuja, Nigeria?

Table 1 shows the mean and standard deviation of the responses of teaching staff on the impact of TETFund on the training of teaching staff of tertiary institutions in the FCT, Abuja.

Table 1:

**Summary of Results of Teaching Staff Questionnaire on the Impact of
on the Training of Teaching Staff of Tertiary Institutions**

TETFund

	N	Mean Statistic	Std. Deviation Statistic	Decision
Teaching staff members were enjoying scholarship programmes before TETFund intervention	274	2.0000	.74125	Disagreed
TETFund has increased the training of teaching staff in tertiary institutions in FCT	274	4.0219	1.13852	Agreed
The quality of teaching staff has increased due to TETFund intervention	274	3.7956	1.03520	Agreed
TETFund should increase its operations in number of teaching staff being trained for Masters locally and oversea	274	3.7956	1.22930	Agreed
There is even spread of beneficiaries of TETFund scholarship programmes across faculties and departments	274	2.7555	1.22641	Disagreed
The level training of teaching staff in tertiary institutions is very high	274	3.7372	1.21812	Agreed

Criterion Mean=3.00

Cumulative Mean=3.35

Data in Table 1 showed the mean and standard deviation of responses of teaching staff on the impact of TETFund on the training of teaching staff of tertiary institutions in the FCT, Abuja. From the result, all the six items have the following mean scores 2.00,4.02,3.79,3.79,2.76 and 3.74 respectively with the corresponding standard deviation of 0.74,1.14,1.04,1.23,1.23 and 1.22. Items 2,3,4 and 6 were above the criterion mean rating of 3.00, while items 1 and 5 were below the criterion mean rating of 3.00. Since the cumulative mean rating of 3.35 was higher than the criterion mean of 3.00, it implied that TETFund has impacted positively on the training of teaching staff of tertiary institutions in the FCT, Abuja.

Hypothesis One: Tertiary Education Trustfund has no significant impact on the training of teaching staff of tertiary institutions in the FCT, Abuja. Table 2 shows the correlation result between TETFund intervention and the training of teaching staff of tertiary institutions in the FCT, Abuja.

Table 2:
**Correlation Result between TETFund and Scholarship Intervention and the
Training of Teaching Staff of Tertiary Institution in the FCT, Abuja**

Correlations		TEFTTS	LoTTS
TEFTTS	Pearson Correlation	1	.889**
	Sig. (2-tailed)		.000
	N	1060	1060
LoTTS	Pearson Correlation	.889**	1
	Sig. (2-tailed)	.000	
	N	1060	1060

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

TEFTTS – TETFund Training of Teaching Staff

LoTTS – Level of Training of Teaching Staff

Table 2 showed the result of the correlation between TETFund training of the teaching staff of tertiary institutions in the FCT, Abuja. The Pearson correlation was 0.889. This showed that TETFund intervention in the training of teaching staff has a very high positive correlation with the level of training of teaching staff in the tertiary institutions in the FCT, Abuja. A simple regression analysis reveals this relationship further in Table 3.

Table 3: Results of Regression of TETFund Intervention on Training of Teaching Staff

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.889 ^a	.790	.790	.58783

a. Predictors: (Constant), TEFTTS

Source: SPSS Version 25 Analysis of Researcher's Survey

TEFTTS – TETFund Training of Teaching Staff

LoTTS – Level of Training of Teaching Staff

Table 3 showed the R value to be 0.889, which is the value of the correlation discussed earlier. The R Squared and Adjusted R Squared are both 0.79. This implied that TETFund can explain 79 percent of the level of training of teaching staff of tertiary institutions in the FCT, Abuja. A one percent change in the level of TETFund intervention on training of teaching staff will produce 79 percent change in the level of training of teaching staff of tertiary institutions. 0.58783 value of the standard error of estimate confirmed the accuracy and reliability of the model fit. The F-Statistic is presented in Table 4.

Table 4: Results of F-Statistic of the Impact of TETFund Intervention on Level of Training of Teaching Staff

ANOVA ^a						
Model		Sum of Squares	Df	Mean square	F	Sig.
1	Regression	1378.568	1	1378.568	3989.582	.000 ^b
	Residual	365.583	1058	.346		
	Total	1744.151	1059			
a. Dependent Variable: LoTTS						
b. Predictors: (Constant), TEFTTS						

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b. Predictors: (Constant), TEFTTS

TEFTTS – TETFund Training of Teaching Staff

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The result in Table 4 showed the result of F-Statistic. An F-Statistic value of 3989.582 was found. The F-value has a P-value of 0.000, which was statistically significant as this is lower than 0.05 or 5 percent level of significance and 95 percent confidence level. At this point, it is evident that the probability of the null hypothesis being correct is infinitesimally small. There was also a linear relationship between the two variables. The importance of the predictor is further revealed in the results of the coefficients of the explanatory variable as presented in Table 5.

Table 5: Results of the Coefficients of the Explanatory Variable

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.095	.060		-1.577	.115
	TEFTTS	.941	.015	.889	63.163	.000

a. Dependent Variable: LoTTS

Source: SPSS Version 25 Analysis of Researcher's Survey

TEFTTS – TETFund Training of Teaching Staff

LoTTS – Level of Training of Teaching Staff

Data in Table 5 showed the impact of explanatory variable (TETFund intervention in the training of teaching staff) on the level of training of teaching staff of tertiary institutions. The unstandardized coefficient of TEFTTS is 0.941 with the standardized coefficient Beta being 0.889 with the P-value of 0.000. This is statistically significant since the P-value was less than 0.05. TEFTTS has a significant positive impact of 89 percent on LoTTS. The position and statistically significant relationship between TEFTTS and LoTTS was further affirmed by the probability and t-statistic value of 0.000 and 63.163 respectively. This means that TEFTTS has a significant impact on LoTTS in the tertiary institutions in the FCT, given the fact that the theoretical (Table) value of t-statistic 1.96 at 5 percent level of significance was apparently lower than t-calculated value of 63.163. With this in focus, the null hypothesis was rejected and the alternative hypothesis accepted. It was therefore concluded that TETFund intervention in the training of teaching staff of tertiary institutions has a statistically significant positive impact on the training of teaching staff of tertiary institutions in the FCT, Abuja.

Discussion of Findings

The results of the research question which investigated the impact of TETFund on the training of teaching staff of tertiary institutions in the Federal Capital Territory, Abuja, revealed that TETFund intervention has positive and significant impact on the training of teaching staff of tertiary institutions. This positive relationship was in tandem with *apriori* expectation. Similarly, the results of the hypothesis which tested that Tertiary Education Trustfund has no significant impact on the training of teaching staff of tertiary institutions in the FCT, Abuja showed that the null hypothesis was rejected and the alternative hypothesis was accepted. It was therefore concluded that TETFund intervention has a statistically significant positive impact on the training of teaching staff of tertiary institutions in the FCT, Abuja. This finding agreed with the study carried out by Ezeali (2017) who posited that TETFund intervention in training and development of academic staff of tertiary institutions has great impact on improved skills and development of the said staff.

Conclusion and Recommendations

It is evident from the findings of the study that Tertiary Education TrustFund has positive and significant impact on the training of teaching staff in tertiary institutions in the FCT, Abuja. Based on the findings, the study also concluded that TETFund intervention has contributed immensely in improving the quality of teaching staff of tertiary institutions due to the emplacement of training through scholarships for Masters degree and Ph.D as well as attendance of conferences and seminars. The findings further recommended that TETFund should increase its funding of training for teaching staff of public tertiary institutions. The implication of the findings of this study is that the regular annual budgetary allocation to the education sector is inadequate in funding tertiary institutions in Nigeria. Hence, the need for TETFund to be better funded.

Based on the findings of the study and the conclusion that TETFund intervention has a positive impact on the training of teaching staff in tertiary institutions in the FCT, it was recommended that TETFund should increase its yearly allocations of funds to tertiary institutions in the FCT, Abuja. This will help in ensuring that more teaching staff are trained in tertiary institutions in the FCT, Abuja. Furthermore, the 2 per cent tax that is the major source of fund for TETFund should be increased to 4 per cent. This is necessitated by the enormous funding needs of the tertiary institutions in Nigeria due to prolonged neglect by the government before the emergence of TETFund.

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