

TETFUND'S INFRASTRUCTURAL DEVELOPMENT POLICY AND GROWTH OF SELECTED TERTIARY INSTITUTIONS IN ENUGU STATE

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ABSTRACT

The study evaluated the effect of TETFund's infrastructural development policy on the growth of selected tertiary institutions in Enugu State. The specific objectives of the study were: to ascertain the effect of provision of furnished classrooms and laboratories on expansion of academic programmes in the selected tertiary institutions; find out the effect of provision of ICT resources on effective teaching and learning in the selected tertiary institutions; and ascertain the extent of challenges associated with the provision of infrastructural facilities by TETFund in the institutions under study. The population of the study was 3223 comprising staff of three tertiary institutions in Enugu State – ESUT, IMT and ESCET. Primary and secondary data were used for the study. Primary data were generated through the use of a questionnaire which was administered to a sample of 356 out of which 315 copies were returned. This gave 88.48% return rate. The validity and reliability of the instrument were tested and the results proved that the questionnaire was adequate for the study. Data from field work was subjected to scientific testing using the Chi-Square statistic to support the hypotheses or otherwise. The study found that the selected tertiary institutions in Enugu State have benefited significantly from the provision of infrastructural facilities under the TETFund Infrastructural Development Policy. It also found that these infrastructural facilities provided by the Fund have significantly impacted teaching and learning in the selected tertiary institutions, despite some challenges. The study recommended that the drive for Education Tax should be intensified so that more funds would be available to TETFund for use in the tertiary institutions in Nigeria. It also recommended that TETFund's policy on infrastructural development be re-appraised in view of the challenges facing the Fund in the implementation of the policy.

Key Words: TETFund, Infrastructure, Policy, Institution, Development, Chi-Square

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1.0 INTRODUCTION

1.1 Background to the Study

Education is recognised all over the world as an instrument for promoting the socio-economic, political and cultural development of nations. However, in the quest for development, developing countries have acknowledged that investment in education and its funding are viable conditions through which national development can be facilitated. The Nigerian education system has three levels - primary, post primary and tertiary. Tertiary education which is also referred to as post-secondary education is the educational level commenced after secondary education. It is usually obtained in Universities, Polytechnics, Monotechnics, Colleges of Education and Institutes offering professional courses (Famade, Omiyale and Adebola, 2015). This level of education is referred to as climax of formal education needed by an individual to achieve total academic development (Oziegbe and Omonkalo, 2014). It is also, globally confirmed as the key driver of research and development activities.

Consequently, funding of public tertiary education in Nigeria is essential for the provision and maintenance of physical infrastructure, training of lecturers and funding of research in the institutions, among others. However, it was discovered that the education sector in Nigeria especially the tertiary education arm has been bedevilled by a lot of challenges over the years. From earlier studies and researches, it was uncovered that there has been short supply of infrastructural facilities needed for production of quality and effective tertiary education in Nigeria which has contributed substantially to decline in the standard and output of education at this level. Also, the issue of inadequate infrastructural facilities have often caused friction between the staff unions and government, thereby leading to obstruction of academic activities in the institutions (Wapmuk & Amini, 2018).

Moreover, during the years of oil boom in the seventies and eighties, funding was adequate, enrolment was low and only very few Nigerians sought after overseas tertiary education unlike what is obtainable today. Due to the importance of tertiary education and the problems associated with its funding over the years, Federal Government thought it necessary to establish the Education Tax Fund (ETF) which was established by the Education Tax Act 1993 as a home grown solution to the myriad of challenges confronting the funding of education in general. The Act imposes tax at 2 percent rate on the assessable profit of all registered companies in Nigeria (Olubusayo, 2018). This Act was repealed by the Tertiary Education Trust Fund Establishment Act, 2011 to address the problem of funding tertiary education specifically.

Furthermore, to ensure progressive tertiary academic movement, the United Nations Educational, Scientific and Cultural Organization's (UNESCO) recommended that at least 26 percent of the annual budget of every country should be channelled to education. The reason is because, through adequate funding, equipment needed are available, staff are motivated to carry out their duties judiciously in a well-equipped academic environment and students have what they need to excel in their academic pursuits.

However, despite this recommendation, Nigeria has never allocated up to 15% of its annual budget to education. As a result, many tertiary institutions in Nigeria are filled with decayed and decrepit physical infrastructure and facilities; poorly equipped laboratories and classrooms; unqualified teaching and non-teaching staff; dearth of library books and journals; and lack of research activities. The state of these institutions is also worsened by high demand for admission and attendant astronomical high enrolment which

makes the few available facilities, insufficient. These and many more have been the major source of concern to stakeholders in the education sector. This study is therefore, aimed at finding out the effect of TETFund's infrastructural development policy on the growth of selected tertiary institutions in Enugu State.

1.2 Objectives of the Study

The broad objective of this study is to ascertain the effect of TETFund's infrastructural development policy on the growth of selected tertiary institutions in Enugu State.

The specific objectives are:

- i) To ascertain the effect of provision of furnished classrooms and laboratories on expansion of academic programmes in the selected tertiary institutions.
- ii) To find out the effect of provision of ICT resources on effective teaching and learning in the selected tertiary institutions.
- iii) To ascertain the extent of challenge associated with the implementation of TETFund's infrastructural development policy in the institutions under study.

1.3 Research Questions

The following research questions shall be answered by this study:

- i. What is the effect of provision of furnished classrooms and laboratories on expansion of academic programmes in the selected tertiary institutions?
- ii. What is the effect of provision of ICT resources on effective teaching and learning in the selected tertiary institutions?
- iii. What is the extent of challenge associated with the implementation of TETFund's infrastructural development policy in the institutions under study?

1.4 Research Hypotheses

The study has formulated the following hypotheses for testing:

- i. There is no positive effect of provision of furnished classrooms and laboratories on expansion of academic programmes in the selected tertiary institutions.
- ii. There is no significant effect of provision of ICT resources on effective teaching and learning in the selected tertiary institutions.
- iii. The extent of challenge associated with the implementation of TETFund's infrastructural development policy in the institutions under study is not highly significant.

2.0 REVIEW OF RELATED LITERATURE

2.1 Conceptual Review

2.1.1 Tertiary Education Trust Fund (TETFund) - Historical Perspective

Education Tax Fund (ETF) was established in Nigeria as an intervention agency under the Education Tax Act No 7 of 1993 and amended by Act No 40 of 22nd December, 1998. The essence was to tackle the challenges in the education sector. According to Ugwuanyi (2014) in Wapmuk and Amini (2018), establishment of ETF what necessitated by the wide decline in educational standard and the deep rot in

infrastructure and other facilities at all levels of the Nigerian educational system. The Education Trust Fund (ETF) Act was replaced with the Tertiary Education Trust Fund (TETFund) Act of 2011 as a result of the many challenges that faced the initial agency. Even though ETF made significant positive impact towards improving the educational sector in Nigeria, through intervention projects and improvement of teaching and learning conditions, serious funding gaps remained a challenge in the Nigerian public tertiary institutions (Ugwuanyi, 2014).

The Tertiary Education Trust Fund (TETFund) came in to ostensibly arrest the rot and deterioration occasioned by long period of neglect and very poor resource allocation to the tertiary education sector in particular (Nwogwugwu&Nwogwugwu, 2020). The TETFund was set up to administer and disburse the 2% education tax paid from the assessable profit of companies registered in Nigeria to Federal and State tertiary educational institutions in Nigeria. As an interventional measure of the Federal Government to wrestle insufficient facilities in public tertiary institutions, TETFund has the mission to provide focused and transformative intervention in public tertiary institutions in Nigeria through funding and effective project management for the rehabilitation, resolving and consolidation of tertiary education in Nigeria (TETFund, 2015), which are exemplified in an army of poorly educated graduates in different disciplines, deteriorating facilities, antiquated equipment, battered classroom floors, cracked walls, leaking roofs and windows with wire gauze.

The funds are disbursed for the general improvement of Federal and State tertiary educational institutions specifically for the provision and maintenance of essential physical infrastructure for teaching and learning; instructional material and equipment; research and publication; academic staff training and development and any other needs 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 (Onyeizugbe, Orogbu and Igbodo, 2016). In the work of Nwogwugwu and Nwogwugwu (2020), the intervention lines of TETFund include physical infrastructure/programme upgrade; project maintenance; TETFund scholarship; teaching practice for Colleges of Education; equipment fabrication – Polytechnics; entrepreneurship – Universities; journal publications; manuscript development; conference attendance; ICT support; advocacy; institution based research; national research fund; library development amongst others. It is no doubt that TETFund assistance has given great relief to Nigerian tertiary institutions and tertiary education. The tertiary education in Nigeria (Oguntoye, 2012) would have been in more serious problems without TETFund intervention.

2.1.2 Infrastructural Development

The term infrastructure typically refers to the physical and technical structures that support a society such as roads, water supply, electrical national grid, sewers, telecommunications and ships etc. Infrastructure plays a vital role in enhancing a country's economy. In agreement Spacey (2018) opined that infrastructural development is the construction of basic foundational services needed in order to stimulate economic growth and improvement of quality of life. Investing in infrastructure drives economic growth, provides jobs and delivers vital services to the country and majority of its citizens. Balogun (2016) asserted that Nigeria will not be able to sustain her current level of population and economic growth without enhancing her infrastructure. Infrastructural development is crucial for Nigeria's economic growth, particularly for the

realization of the federal government's economic diversification agenda (Proshare, 2020). In the context of this work, infrastructure includes all physical materials and facilities that enhance the teaching and learning environment in tertiary institutions. They are the important tools with which the activities and operations of tertiary education is run. Educational infrastructure constitutes an important factor in the proper functioning of any educational system; and its availability to the students can influence their academic achievement.

2.1.3 TETFund's Infrastructural Development Policy

Quality tertiary education is the rock upon which the economic and socio – political growth of any nation rests. Therefore, the need for acquisition of appropriate knowledge by individuals in every nation cannot be overemphasised. Provision of adequate infrastructural facilities to aid teaching and learning in the tertiary education sector is also of utmost importance. High quality education and training requires that appropriate infrastructure be provided to aid teaching and learning in the institutions. All students' desire technology ready facilities designed for learning and adequate decent facilities structured around their learning environment. School buildings that can adequately provide a good learning environment are essential for students' success (Benya (2001) and Subair (2008) in Tayo, Okotoni and Adebakin (2012).

For many years, provision of adequate infrastructural facilities in the nation's tertiary institutions has not been possible due to lack of resources. Odibia (2012) cited in Omagu (2016) observed that current funding and budgetary allocation to educational institutions is far below the 26% recommended by UNESCO and is not commensurate with the deserved level of expansion of the education sector. This has resulted in an army of poorly educated teachers and graduates in various disciplines and dearth of facilities in tertiary education.

The importance of provision of adequate physical infrastructure such as properly equipped classrooms, laboratories, workshops, good road network, water supply, well-equipped offices, hostels, furniture, sanitation etc in tertiary institutions cannot be overemphasized. TETFund was therefore, established to rescue the dilapidating infrastructural facilities and structures in the nation's tertiary education sector. Isibor (2013) states that infrastructural investments and its consumption services have significant implications for achieving sustainable development in tertiary education institutions. They may underpin many aspects of economic and social activities which may facilitate the flow of ideas, goods and services within the institution (Usman, 2014).

When an institution has qualified teaching and non-teaching staff in its employ but lacks adequate infrastructural provisions for its programmes, such an institution will not be able to achieve its set objectives as its teaching and learning environment will be poor. The quantity and quality of infrastructural projects in tertiary institutions should be such that they can contribute to the management of the system. Students and teachers should be able to feel the impact of the facilities provided in the benefiting institutions. Provision of infrastructural facilities for teaching and learning in tertiary institutions should not be mere lip service but rather should be seen to have been provided in a qualitative manner by the intervention agency and that it would benefit the staff and students in teaching and learning.

According to Onyeike and Eseyin (2014), clear reports from our tertiary institutions reveal beyond doubt that available facilities such as classrooms, laboratories, workshops, libraries, office spaces, etc. are grossly inadequate for both teachers and students. As such, any one project that TETFund intends to execute should be such that its impact will be felt in the institution. The essence of any project in the tertiary education

environment is only achieved when the project is able to add value to teaching and learning, research and community development.

It is due to the important role played by physical infrastructure in tertiary education that the Federal Government listed provision and maintenance of physical infrastructure as the first mandate given to the Fund in the guidelines for accessing the TETFund's intervention lines. TETFund is to be involved in assisting institutions facilitate projects that will benefit them and ensure that available facilities are able to cater for the programmes being run in Nigerian educational tertiary institutions. The agency also has a department of physical infrastructural development whose function includes to determine admissible projects submitted by beneficiary institutions in line with the policy direction of the Board of Trustees (BOTs); vet and reconcile project proposal submissions in line with given allocations and obtainable best practices, recommend projects for approval-in-principle, monitor the due process for consultants/contractors' engagement through attendance of bid openings at beneficiary institutions and recommend disbursement of first tranche of funds after compliance with the due process by beneficiary institutions (<https://tetfundserver.com/index.php/physical-infrastructure/>). Therefore, all the public tertiary institutions are required to do is follow the guidelines for accessing funds from TETFund by presenting a viable proposal(s) for the project it wants to execute. Beneficiary institutions have to use funds allocated to them properly for rehabilitation, restoration, and consolidation of education infrastructure and facilities and other learning resources including manpower, classrooms, libraries and laboratories, among others. To access these funds, institutions that had benefitted from the Fund are required to render a satisfactory and credible account of previous funding as yardstick to qualify for more funding. This is to ensure stable development of the tertiary education sector (TETFund, 2015).

2.2 Theoretical Framework

The underpinning theory to this study is the Resource Dependency Theory (RDT). The theory was postulated in 1978 by Jeffrey Pfeffer and Gerald R. Salancik with the publication of the book “the external control of organizations: A resource dependence perspective”. RDT postulates that organizations depend on resources to run and these resources originate from the organizations environment.

The RDT also stipulates among others that: other organisations exist in the environment and the resources needed by one organization is often found in the hands of other organisations; procurement of external resources is an important tenet of both strategic and tactical planning in organisations; resources are a basis of power, therefore, legally independent organizations can depend on each other; and organisations negotiate with their external environment in order to secure the access to the resources which they need to survive.

Tertiary institutions are forms of organizations and depend on government funding and other organisations for the resources they need to operate; and these resources originate from the organisation's environment. RDT explains the dependence of public tertiary institutions on government funding to enable them provide qualitative tertiary education for its teeming population. This is why in the event of very poor funding of tertiary education, government established TETFund as intervention agency mandated to use the 2% accessible profit from registered companies in Nigeria to fund the institutions. Therefore, the resources needed by the tertiary institution are in the hands of government, TETFund and other stakeholders in the environment of the institutions.

The RDT also stipulates that other organizations in the larger environment also compete for the same resources. This is apt in the case of different public tertiary institutions such as Universities, Polytechnics, Monotechnics, Colleges of Technology and Colleges of Education that compete for funding from TETFund (Madambi&Predersen, 2007 in wapmuk&Amini, 2018). TETFund as the organisation that controls the resources wields power over the institutions as the institutions make effort to follow laid down procedures to enable them access the TETFund intervention lines.

2.3 Empirical Review

Udu andNkwede (2014) empirically examined the impact of TETFund Interventions in Nigerian universities and its implications for sustainable development with special attention on Ebonyi State University, Abakaliki (EBSU). The study found that TETFund Interventions in Nigerian Universities particularly EBSU, have impacted positively on the infrastructural and human development aspect of the institution; the implications of this for sustainable development is also positive. The study recommended, amongst others: a reduction and/or total elimination of unhealthy bureaucratic bottlenecks involved in accessing TETFund interventions; utilization of honest and competent contractors in executing TETFundprojects and involvement of donor agencies to assist governments in funding tertiary education in Nigeria. These, if tenaciously adhered to, will launch Nigerian Universities to greater heights.

Uzochukwu, Orogbu and Igbodo (2016) conducted empirical studies focusing on the challenges of accessing TETFund intervention lines by tertiary institutions in South- East Nigeria. They particularly examined the extent to which universities in South-East Nigeria have been able to access and utilize funds allocated to them by TETFund in respect of overseas training of academic staff. Two universities were selected as case studies – Ebonyi State University and University of Nigeria, Nsukka. The study found that there is a positive relationship between TETFund's international training programmes and academic staff advancement/development in Universities in South-East, Nigeria.

Ezeali (2017) carried out a study on the impact of TETFund Interventions on Human Resources Development in Government-owned Tertiary Institutions in South-East Nigeria (2011 – 2016). Two objectives to the study were formulated and the study adopted the descriptive survey research design. The population of the study was 17,108 respondents drawn from government owned tertiary institutions in South-East, Nigeria. A structured questionnaire was used to collect data from a sample of 391 while 340 copies were returned and used for the analysis. Results of the study revealed that TETFund intervention on training and development has great impact on improved skills and development of the staff of tertiary institutions and TETFund sponsorship of academic staff to conferences and workshop has significant impact on research and academic growth in tertiary institutions. The study concluded that despite the fact that TETFund has immensely improved human resources development in government-owned tertiary institutions, there is still need for improvements. The study therefore, recommended equal fund allocation formula to institutions and elimination of bureaucratic bottlenecks to encourage easy access to fund by tertiary institutions.

The study of Aprebo and Amaewhule (2018) focused on accessing and utilizing TETFund facilities for infrastructural development by universities in Rivers and Bayelsa States. Two research questions and two hypotheses guided the study and a descriptive survey design was employed. The population of the study

consisted of all Directors of Academic Planning; Directors of Physical Planning; DVCs (Academic); TETFund Desk Officers and Directors of Works in the universities concerned. The sample of 25 consisted of 5 Directors of Works, 5 Directors of Academic Planning, 5 Directors of Physical Planning, 5 DVCs (Academic) and 5 TETFund Desk Officers. The result showed that TETFund facilities are not easily accessed by universities in Rivers and Bayelsa States, and that TETFund facilities were utilized for infrastructural development. However, it was recommended that no particular tribe or ethnic group should be given priority in TETFund grants at the expense of others. Universities in Nigeria should also ensure that TETFund facilities are used for infrastructural development and not for personal aggrandizement.

Wapmuk and Amini (2018) empirically examined the impact of Tertiary Education Trust Fund (TETFund) in funding Public Higher Education in Lagos State. The study adopted the descriptive research design. Primary data for the study were obtained from 50 lecturers and 100 students from the two public tertiary institutions in Lagos State using the TETFund Funding Impact questionnaire (TFI). Results showed: Positive response in terms of access to funds, training of lecturers and students' perception of TETFund in public tertiary institutions in Lagos state. It recommends that TETFund's funding base should be further strengthened on the one hand and on the other hand, TETFund needs to put in more efforts towards solving the problems in public tertiary institutions in the country.

Akomolafe and Fawziyah (2019) conducted a study on academic staff training and the challenges of accessing TETFund in southwest Nigerian universities. The study population comprised all the lecturers in Southwest Nigerian Universities from which a sample of 500 academic staff members was drawn from 5 Universities using simple random and stratified sampling techniques. The study revealed that there were many challenges inherent in accessing TETFund by members of the academic staff. A significant difference in the academic staff perception of the challenges of accessing TETFund for their training on the basis of their status was reported in the study. The study however, revealed that there was no significant difference in the perception of the challenges involved in accessing TETFund for academic staff training based on their administrative experience. It was concluded on the basis of the findings of the study that the challenges inherent in accessing TETFund play a major role in hindering academic staff training in Southwest Nigerian Universities. It was therefore recommended that government and University management should endeavour to reduce the various challenges involved in accessing TETFund for academic staff training to the barest minimum.

Zabbey and Leyira (2019) wrote on Tertiary Education Trust Fund and development of higher institutions in Nigeria. The study investigated the relationship between TETFund and development of tertiary institutions in Nigeria from 2009 -2017. The researchers adopted *ex-post-facto* research design for the study. The study used relevant cross sectional secondary data obtained from TETFund websites, National Bureau of Statistics and Central Bank of Nigeria. The data were analysed using basic descriptive statistics. The findings revealed mixed results. TETFund depicted positive and significant relationship with staff training. However, the Fund positively correlated with project development, research & journal publications and library development but did not have significant relationship. It was recommended that more funds be allocated with proactive monitoring for the transformation of infrastructural facilities within the university system so that the challenge of underfunding can be addressed for effective development, among others.

Abdulaziz, Olookoba and Olushola (2020) carried out a study on Tertiary Education Trust Fund (TETFund) intervention on academic staff capacity building in Lagos State University. The study accessed Tertiary Education Trust Fund Intervention on Academic Staff Capacity Building using the descriptive differential survey research design. Population of study included all academic staff of Lagos State University. The study found that the major TETFund intervention in Lagos State University was provision of infrastructure for effective teaching and learning which is geared towards qualitative transformation of academic staff in Lagos State University. The study also revealed that TETFund interventions in Nigeria universities especially in LASU have positively impacted the infrastructural and human development of the institution, among others.

Nwogwugwu and Nwogwugwu (2020) studied Tertiary Education Trust Fund (TETFund) Interventions and Capacity Building Programmes for Librarians in Universities in South/East Nigeria. The study examined TETFund's interventions and capacity building for Librarians in public university libraries in South-East, Nigeria. The study adopted a descriptive survey research design. The population of the study was 180 selected randomly from the ten public university libraries in South East, Nigeria. The instrument for data collection was a self-designed structured questionnaire. The findings showed that TETFund intervention plays a significant role in capacity building of librarians and that capacity building has significantly assisted Librarians in discharging their duties in public universities in South-East, Nigeria. Sequel to this, it was recommended, among other things, that the number of Librarians that gain from capacity building interventions of TETFund be increased through increased funding by the agency.

A study carried out by Abdulahi (2021) examined the impact of the Tertiary Education Trust Fund (TETFund) intervention on quality and relevant educational research (2015 - 2019) with particular focus on adequate relevant research development in State-owned Colleges of Education in North Central, Nigeria. The study adopted the descriptive survey research approach while the theoretical foundation was anchored on the African Political Model and Resource-Based Model. Eight thousand, seven hundred and eleven (8711) was the total population of the study with respondents drawn from five tertiary institutions in North Central, Nigeria. A sample of 650 was drawn from the population and a structured questionnaire administered to them. The study found that TETFund intervention to a high extent has no significant impact on quality and relevant research by employees of State-owned Colleges of Education. The study also established that many institutions/staff that access research grants use part of them for their personal needs, using only a small fraction for the stipulated research. The study therefore, recommends that the institutions should eliminate corruption practices to enable them access funds allocated to them regularly, among others.

Sadiq (2021) conducted a study titled Tertiary Education Trust Fund (TETFund), Infrastructural and Sustainable Development of Nigeria Higher Institutions (2011 – 2019). Trend analysis approach was adopted in the study and data was collected from National Bureau of Statistics. The study found that Education Trust Fund has been able to make significant positive impact towards improving educational development in Nigeria Tertiary Institutions. The study recommended amongst others that the policy of Education Tax should be reappraised with a view to making industries and organizations contribute adequately to funding of higher education in Nigeria.

3.0 METHODOLOGY

3.1 Research Design and Area of Study

The research design adopted in this study is the survey research design. According to Ihejirika and Omega (2016), survey is quantitative in nature. The aim of using it is to gain knowledge of the effect of TETFund's infrastructural development policy on selected tertiary institutions in Enugu state. Specifically, explanatory survey research design which attempts to describe the relationship between the major variables of the study was applied. However, the study area is Enugu State.

3.2 Population and Determination of Sample Size for the Study

The study population is six (6) public tertiary institutions in Enugu State, which receive TETFund infrastructural development interventions. They include: University of Nigeria, Nsukka (UNN), Enugu State University of Science and Technology, Enugu (ESUT), Institute of Management and Technology (IMT), Enugu, Enugu State Polytechnic (ESPOLY), Iwollo, Federal College of Education, Eha-Amufu (FCEE) and Enugu State College of Education (Technical), Enugu (ESCET). Through probability (random) sampling, Enugu State University of Science and Technology, Enugu; Institute of Management and Technology, Enugu; and Enugu State College of Education, Technical were selected as study samples. The probability method used meant that a sampling frame was used in sample selection.

The number of respondents was determined using the Taro Yamane's sample size determination method provided as follows:

Variables	O	E	O-E	$\frac{(O-E)^2}{E}$	$\frac{(O-E)^2}{E}$
Positive Effect	303	78.75	224.25	503288.0625	638.58
Negative Effect	0	78.75	-78.75	6201.5625	78.75
No Effect	0	78.75	-78.75	6201.5625	78.75
Undecided	12	78.75	-66.75	4455.5625	56.58
Total					852.66

Source: Research Data, 2021

Table value at 0.05 level of significance and 2 degrees of freedom is 5.991

Decision: Since the calculated chi-square value (852.66) is greater than the table value (7.815), the alternative hypothesis is accepted and the null hypothesis rejected. This implies that “there is positive effect of the provision of furnished classrooms and laboratories by TETFund on the expansion of academic programmes in the selected tertiary institutions”.

Hypothesis Two

H₀₂: There is no significant effect of provision of ICT resources by TETFund on effective teaching and learning in the selected tertiary institutions.

Table 2: Cross-tabulation test result for Hypothesis Two

Variables	ESUT	IMT	ESCET	Total	O	E	O-E	(翻回翻回)	(翻回翻回)
Significant	212	68	22	302	302	105	197	38809	369.61
Not significant	-	-	-	0	0	105	-105	11025	105
Don't know	6	3	4	13	13	105	-92	8464	80.61
Total				315	315				555.22

Source: Research Data, 2021

Table value at 0.05 level of significance and 2 degrees of freedom is 5.991

Decision: Since the calculated Chi-square value (X^2) = 555.22 is greater than the table value (5.991) at 0.05 level of significance and 2 degrees of freedom, the alternate hypothesis is accepted. This implies that the provision of ICT resources by TETFund has significant effect on teaching and learning in the selected institutions.

Hypothesis Three

H₀₃: The extent of challenge associated with the implementation of TETFund's policy on infrastructural development in the institutions under study is not highly significant.

Table 3: Cross-tabulation test result for Hypothesis three

Variables	ESUT	IMT	ESCET	Total	O	E	O-E	(翻回翻回)	(翻回翻回)
Very highly Significant	12	-	-	12	12	63	-51	2601	41.29
Highly Significant	56	23	7	86	86	63	23	1449	23
Significant	148	47	19	214	214	63	151	22801	361.92
Not Significant	-	-	-	0	0	63	-63	3969	63
Don't know	2	1	-	3	3	63	-60	3600	57.14
Total				315	315				546.35

Source: Research Data, 2021

Table value at 0.05 level of significance and 2 degree of freedom is 9.448

Decision: Since the calculated Chi-square value (X^2) = 546.35 is greater than the table value (9.448) at 0.05 extent of significance and 4 degrees of freedom, the alternate hypothesis is accepted. This implies that the extent of challenge associated with the implementation of TETFund's infrastructural development policy in the institutions under study is highly significant.

4.2 Discussion

The study found that the provision of furnished classrooms and laboratories by TETFund has a positive effect on the expansion of academic programmes in the selected tertiary institutions. Three hundred and three respondents (96.19%) said so. Interestingly, no respondent argued to the contrary. However, 12 respondents (3.81%) were not decided on the subject. But because Chi-square test accepted the alternate hypothesis that the effect of the provision of furnished classrooms and laboratories by TETFund on the expansion of academic programmes in the selected tertiary institutions is positive, the null hypothesis was rejected. This

finding could be linked to the work of Akinyemi (2020) that 226 tertiary institutions were to benefit from a N500 billion education tax in 2021. It lends credence that TETFund plays a significant role in the growth of Nigeria's tertiary institutions. In the words of University of Ilorin's Professor Toyin Yakubu, quoted in Nationonline by Asishana (2019, par 1), "if there is no TETFund, our Universities will not survive... we live and breathe TETFund".

Regarding the effect of provision of ICT resources by TETFund on effective teaching and learning in the selected tertiary institutions, 302 respondents (96%) indicate that it is 'significant'. Through a Chi-square test, the second hypotheses of the study which held that there is no significant effect of provision of ICT resources by TETFund on effective teaching and learning in the selected tertiary institutions did not get support. The alternative hypothesis was therefore accepted. Nagbi and Micah (2019) write in agreement when they said that TETFund related positively to project management in Nigerian public Universities. In addition, Ty Project Work (2018, par.3) agreed that most of the recent capital development projects in Nigerian institutions have been sponsored or financed by the Fund.

The extent of challenge associated with the implementation of TETFund's infrastructural development policy was interrogated in hypothesis three. After testing the hypothesis, the challenges were adjudged 'highly significant'. Two hundred and fourteen respondents (68%) believe this to be true. Wapmuk and Amini (2018) had earlier remarked that TETFund is indeed facing challenges in its efforts to improve infrastructure in public tertiary institutions. The challenges range from official corruption to cutting of corners by contractors. These pose huge obstacles to the achievement of the Fund's overall objectives.

4.3 CONCLUSION AND RECOMMENDATIONS

Education is an instrument for promoting the socio-economic, political and cultural development of nations. The deteriorating condition of the education sector exemplified in an army of poorly educated graduates in different disciplines, deteriorating facilities, antiquated equipment, battered classroom floors, cracked walls, leaking roofs and windows with wire gauze in Nigeria has drawn the attention of many scholars and researchers. This study empirically investigated the effect of TETFund's infrastructural development policy on the growth of selected tertiary institutions in Enugu State. Conclusion was drawn that intervention of TETFund through infrastructural development policy lends significant support to the growth of tertiary institutions in Enugu State. TETFund intervention had contributed significantly to expansion of academic programmes, provision of ICT resources for effective teaching and learning in the selected tertiary institutions in Enugu State, Nigeria; although these interventions did not exist without some hic-cups which substantially jeopardize the infrastructural development policy in the institutions. Based on the findings and conclusions made, the study recommends that:

- i) The drive for Education Tax be intensified so that more organisations are captured in the tax net and more resources are made available for the provision of infrastructural facilities that will make tertiary education worthwhile.
- ii) Interventions for infrastructural facilities by TETFund should be extended to private tertiary institutions in order to improve the teaching and learning environment in them. It should not be only for public tertiary institutions. After all, Nigerian children also attend the private tertiary institutions in the country.
- iii) In view of the myriad of challenges facing TETFund in its infrastructural development policy, a

review of that policy is recommended with the aim of reducing official corruption and bureaucratic bottlenecks, reducing the involvement of beneficiary institutions in payment of contactors and screening of contractors who work on TETFund projects among others.

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