

Influence of TETFUND Intervention programs on Infrastructural Development of Tertiary Education Institutions in Nigeria

Christian Nwakanma PhD

Department of Business Education

Faculty of Education Art and Education

Madonna University Okija Anambra State

Abstract

This study investigated influence of TETFUND intervention programs in the development of public higher education institutions in Nigeria. NDDC and ETF were formerly federal government agencies by which funds are allocated for the renovation, building new facilities, award of scholarships and provision of teaching and learning equipment to public universities in Nigeria. It is very pertinent to note that that with tETFUND, many lecture halls, good road networks, pipe borne waters, steady power generator sets, desks, chairs, students conveniences, play grounds, pedestrians cross ways, and good transportation facilities have been provided in public higher institutions in Nigeria. In view of these landmark achievements by tETFUND, there are daunting challenges constraining tETFUND from realizing some of their objectives in public higher education institutions in Nigeria. Some of these challenges include: fun diversion by federal government, delay on release of funds, inadequate supervision of ongoing building projects by tETFUND, over statement of project expenses and hijack of funds for personal or selfish reasons by those at the helm of affairs. It was recommended from this study that government should provide adequate funds to tertiary education institutions. This would enable tETFUND officials provide quality projects in public higher education institutions in Nigeria.

Keywords: *Tertiary, Education, Institutions, Influence, Tet fund, Nigeria*

Introduction

Education institutions with inadequate teaching and learning tools and resources will completely wallow in futility if care is not taken. This is because, education tools and resources are monitored and supervised to ensure their adequacy, efficiency and effectiveness in both public and private institutions of learning in Nigeria. Adequate

provision of teaching and tools and resources are panacea for effective delivery of

instructions and effective students learning outcome.

Tertiary Education Institutions

Educations are mainly Universities, polytechnics, colleges Education, colleges of technologies and other correspondence colleges in Nigeria. Tertiary educations are educations provided to the people after completion of primary and secondary education (FRN 2013). Tertiary education institutions are also known as higher education institutions. Higher education institutions are organized to offer

different courses from different higher education institutions and departments (Alemu, 2018). Olayinka (2002), encapsulated that Tertiary Educations and their curriculum are the best means of developing an individual towards national consciousness, unity and economic development. Tertiary Education helps in the development of an individual philosophically, socially, physiologically and technologically so that the individual that have acquires those skills and knowledge provided in the tertiary institutions will fend for themselves, their immediate family, their extended families and the society in general. Vast majority of programs are designed to enable students acquires skills and knowledge to engage in more research, community services and competency in the world of work (Ogunode, Ayeni & Oqwuche 2024). Tertiary education enables individuals to be skill and knowledge oriented in order to wage economic wars against his family and in the society where he was born or where he finds himself. Most of the knowledge and skills one have acquired from tertiary institutions enables an individual understand the world around him. Tertiary institutions enables an individual to understand the laws of his country, proper values, mores and orientation for his own survival and survival of the society where he comes from or where he associates with people to carry out business transactions for his own good living or survival.

Unquantifiable dilapidation of many public tertiary institution's facilities are getting from bad to worst. Persistently dilapidation of higher education facilities has caused hitches during teaching and learning in public higher education institutions. Inadequate classroom for teaching and learning, conferences, seminars and workshops have hampered

effective delivery of instructions and programs of tertiary institutions in Nigeria starting from the year 1980 till date. The Increase in admission of teeming population of youths that yearns for university education in Nigeria, demands that Nigeria tertiary education institutions needed to be equipped with adequate facilities and equipment so as to compete favourably with other higher education institutions in the developed countries of the world. The mission and vision of Nigerian government on public institutions include:

1. Establishment of new facilities for the betterment of the citizenry.
2. Carry out supervision and monitoring of both old and new building facilities and equipment for their continued use.
3. Provide funds for establishment and maintenance of old and new facilities in Nigeria.

It is of no doubt that some infrastructural facilities built by Nigerian government in the past, have been over taken by new architectural designs. Majority of those facilities are no more fit, attractive and entertaining when they are subjected to use. This is because, new technological evolvement have caused those building to appear obscene from the eyes that looks at them. In most of the Nigeria public tertiary institutions, the high handedness of the sun, rains and heavy wind blows have persistently blown off some building roof tops, cause wrecked dawn of classrooms and administrative buildings walls, while some buildings their appearance or purview are not attractive or motivating because they have been defaced with dusts and

posters due to lack of maintenance culture on them.

Influence of TETFund Interventions in the Development of Higher institutions in Nigeria

In a bid to rehabilitate, build new facilities, provide efficient teaching and learning equipment, President Olusegun Obasanjo deems it necessary and sacrosanct to build rehabilitate and resuscitate both old and new facilities of Nigerian educational institutions to ensure hitch free teaching and learning in tertiary institutions in Nigeria. On that note, laws constituted for allocation of funds to TETFund was approved. Old laws on funds disbursement for tertiary education institutions were amended which gave TETFund legal backing to disburse funds, monitor ongoing projects from planning to completion stage in tertiary institutions in across the whole states in Nigeria. Functions of TETFund became harnessed in Nigeria to some extent that some universities inland roads, hostels, administrative offices, lecture halls, libraries, auditoriums, playing stadia, seminar halls, workshop halls, churches, generating sets, desks and electrification of universities for conducive teaching and learning have taken place in some higher education institutions in Nigeria.

In view of this developmental strategies, tertiary education trust fund (TETFund) as an agency of Nigerian government is protracted with lots of challenges that have constrained it from achieving their objectives. Some of these objectives include: Fund misappropriation caused by officials of TETFund, fund diversion

caused by the government in power, delay in release of funds caused by the government in power and overstatement of expenses involved in the construction of one edifice or the other in higher institutions of learning in Nigeria caused by officials of TETFund, hijack of funds by erring TETFund staff for personal selfish reasons.

However, corruption is a stigma that have eaten deep in the fabrics of people in the society. These are reasons why some public projects such as government hospitals, community halls, electricity projects and public schools buildings are left uncompleted in Nigeria. It is of no doubt that some tertiary institutions projects carried out by TETFund for many years are uncompleted due to delay on release of funds. Fund diversion to other projects, hijacks of funds for personal selfish reasons by people at the helm of affairs have become a badly emerging trends on people at the helm of affairs.

The importance of TETFund as an agency of government charged with the responsibilities of monitoring, supervision, provision of infrastructural facilities to the three public higher institutions of learning in Nigeria cannot be over emphasized. Immediately President Goodluck Ebele Jonathan was elected into office in 2011, he nurtured the enormous responsibilities of TETFund and resolved to use TETFund to actualize his manifestoes. On that note, TETFund became part of the organ of his government. President Godluck Jonathan used TETFund to provide tertiary education infrastructures to tertiary institutions in Nigeria. TETFund has been the agency whereby funds are allocated to public colleges of educations,

universities and polytechnics that are in dire need of government assistance. TETFund is charged with the responsibilities of supervision, provision of funds allocated to it by federal government to tertiary institutions and monitoring of ongoing building projects in public tertiary institutions of learning. TETFund provides quality ICT facilities to public tertiary institutions that arouse student's interest and motivation to learn (Ogunode & Agwor, 2021). Modern education facilities that are provided by TETFund in higher educational institutions that encourage an inspiring education environment include: good road networks, befitting lecture halls, ICT facilities, uninterrupted power supply through provision of quality power generating sets, improved transportation system, modern desks and chairs, sporting equipment (Echono, 2022, Cletus & Christiana, 2024). Tertiary Education Trust Fund is established to supervise, provide monetary resources on projects it has approved on behalf of the federal government (Okeke 2005). Tertiary education trust fund awards scholarship, provide social amenities such as good road networks, pipe borne water, laboratory equipment, chairs and desks to tertiary educations in Nigeria. Hincliffe (2002). To enable TETFund achieve the above objectives, TETFund act was established in 2011, to use funds provided from (2%) of total profits of companies and other tax facilities for infrastructural development of education in Nigeria among other tax resources. The Federal Inland Revenue Service (FIRS) was empowered to assess and collect tax meant for education and pay them to Government coffers. In the same vein, vat collected from V.A T. goods and services are used to provide teaching and learning resources in tertiary institutions of learning in Nigeria. Foreign development agencies such as world Bank, UNICEF, Ford

Foundation, John F, Kennedy Foundation, Rockefeller Foundation, WHO, USAID, and DFID have been very supportive in providing financial and non-financial resources for education in Nigeria (Anyago 2021).

Education equipment such as science laboratory equipment, technical equipment and other model infrastructures are provided by foreign agencies through TETFund in Nigerian tertiary institutions of learning. Tertiary education institutions are federal and state government projects hence, much is expected from its planners. Each individual in the system has an obligation to perform to the best of their ability and in accordance with stated objectives hence, a maxim says "to whom much is expected much should also be given." This helps in the realization of the needed educational objectives in Nigeria. Whenever TETFund has finished building their projects in higher institutions, inspection of those projects are carried out by TETFund after they have been built to enable the building adaptable for use by the students and staff of those institutions. Those buildings, are fascinated with good architectural design which will not only stimulate students of those tertiary institutions to learn but engender team work or cooperative spirit among TETFund staff, for landmark achievements achieved.

TETFund buildings are durable buildings, built with quality building materials and competent contractors. Use of high quality buildings materials are expensive but it may eventually pay off in terms of relatively low cost of maintenance in the subsequent future. Education like any other aspect of human endeavor requires good sustenance. Inadequate facilities on education institutions are serious problems in education which definitely demands systematic planning to tackle.

Effective planning, organizing, directing, coordination, control and accountability are paramount for achievement of maximum education results both quantitatively and qualitatively (Nduka, 2002).

Accountability of Public Resources

Accountability is geared towards providing democratic responsibilities to the public at large (Presthus, 1975).

Presthus, further maintained that every public office is subject to two types of accountabilities namely, fiduciary accountability and accountability for the exercise of proper judgment on fiscal facilities. Accountability is value judgment of how judicious and effective the public sectors have achieved their identified common goals, with judicious use of funds provided. Accountability hinged on accountability of cash and resources in education (Okoroma 2007). On the other hand, accountability has to do with monitoring and evaluation of how well assigned responsibilities are being executed for the achievement of predetermined goals.

Statement of the problem

The present condition of infrastructural facilities in some higher education institutions in Nigeria do not cheer anybody nor inspire one with confidence to study with them in view of their deplorable conditions. From the primary education to the higher education it is a tale of woe. Higher education institutions are in comatose and in a state of perpetual dilapidation as a result of dilapidated or damaged infrastructures (Omolayole 1998). The number of higher education lecture halls, hostels, workshop halls, laboratories appear totally inadequate for teaming population of youths

seeking for enrolment in tertiary education institutions. In some higher education institutions, some buildings have decayed so much. Rehabilitation of those buildings seemed an impossible task given to the level of inadequate funding to higher education in Nigeria. Higher education lecturers are dissatisfied and demoralized because of bad conditions of some buildings that are considered useful for teaching and learning in higher education institutions but, they are abandoned for years. In higher education institutions, the two trade unions have not helped matters. The practice of two extreme types of trade union activity has produced more disaster than good because of their inability to get the demands of the people that formed them from the government. The most serious problem facing the whole educational system is very large under funding syndrome, because of it, libraries have scanty books, equipment and reagents are inadequate, building roof tops are leaking, lecturers have resorted to alternative to practical, the funds meager funds provided to higher education institutions are often mismanaged. Even though, there appears to be funds allocation to higher education sector, there are still, financial crises in higher education sector (Uzoka, 2007). Inadequate funds provision in education are likely to continue if necessary actions are not taken to better the lots of Nigerian youths seeking for university education.

It is worrisome to note that lecture halls, laboratories, student's hostels, workshop hall, seminar halls, examination halls, library books, journals, are all inadequate to carry out the basic teaching and learning responsibilities in tertiary institutions of Learning. However, tertiary education institutions projects are delayed or suspended due to the following bottlenecks.

They include: delay on fund allocation to higher education sector, fund diversion, embezzlement of funds, inefficient and ineffective fund recovery mechanisms among others (Educeleb, 2022).

To enable Tetfund achieve their objectives, Tetfund officials should ensure accountability of their stewardship. Accountability involves accountability for cash and accountability for resources in education (Okoroma, 2007). Accountability has to do with monitoring and evaluation of how well assigned responsibilities are being executed for the achievement of predetermined goals.

Concept of Tertiary Education

Tertiary Education comprised universities, polytechnics, mono technics colleges of education and the National open Universities of Nigeria. Tertiary education institutions are micro societies made up of people from different cultural backgrounds, attitudes and values (Ogunode & Odo, 2023).

Tertiary education plays important roles on inculcation of career skills and knowledge acquisition to adults of school ages in Nigeria. Tertiary education helps in the development of high level manpower in Nigeria and inculcation of the proper values, laws and mores of the society to the individual who seeks knowledge. Tertiary education institutions provides avenues through which a person can study the culture of his society and living styles of people in the whole world. Knowledge acquired from Tertiary institutions enables an individual to discern between right and wrong deeds.

Ekpu (1990), encapsulated that a nation may rise or fall based on the quality of products of its educational system, mostly those of the

tertiary institutions. He says that a society could be elevated to greater heights based on good knowledge and skills acquired by its citizens. Tertiary education institutions are the last resort where various skills and knowledge that enables people compete favourably in their social, cultural, physiological and technological lives are ensured. Tertiary education institutions are places planned and designed for quality teaching and research. The benefits derived from tertiary educations are enormous. Primarily, they help in the development of high level man power in Nigeria and in the Diasporas communities.

Concept of Education

Scholars in education hold that education comes from a latin word “educere” which means “to form” to train. According to John Locke the child or learners mind is a tabula rasa (erased or blank sheet) on which to write, John Locke stressed that external objects make impression on the mind and feed it with knowledge which is comes through learning and development of experiences. Eminent French sociologist, Emile Durkheim defined education as the systematic socialization of the younger generation by which they learns religious and moral beliefs, feeling of nationality and collective opinion of all kinds. A nation may rise or fall depending on the quality of the products of its educational system, mostly those of the tertiary institutions (Epu,1990). He says that all things being equal, a society could be elevated to great heights by the good works acquired, accompanied with the development of the right values preached and imparted. If there are slack in the skills taught and perhaps wrong values acquired and imbibed, the society will collapse along with its graduates who cannot lift it from the nadir of

mediocrity. Educated man is one that has the ability to effectively solve the problems of his home or immediate family, he is in summary, one who is versed with the culture of his society (Ukeje 1986). Education is regarded as the largest and the most important enterprise in Nigeria. It is the most concern of the average Nigerian home, it is a means of realizing national, social, cultural, economic, and political aspiration of an individual or groups. It serves as a means of acquiring worthwhile knowledge, skills, values, attitudes, and understanding to live in a moral acceptable way in the society (Onyemerekwe, 2004).

The role education plays in the development of the citizenry cannot be over emphasized. Education enables the individual to acquire skills and knowledge. It enables an individual to develop intellectual capacities in protecting nation's resources and cultural heritage of their society (Gareth 1981).

Theoretical Framework

Maslow in (1959) propounded theory of human needs. From the primary level of Maslow's theory, Maslow identified that human beings needs shelter and safety. The shelter and safety depicts that human beings needs shelter so as to get protected from extreme temperatures. The relevance of Maslow theory to this study shows that, building infrastructural facilities in higher education institution is not only for the beauty of the school, but for the safety of students and staff of the higher education institutions. It is the duty of heads of tertiary education institutions to recommend for equipment and other infrastructural facilities they do not have to the state or federal government. It is imperative that heads of tertiary education institutions should point out strategic areas where those projects are mostly needed in their

institutions of learning. This would enable government provide resources to cushion the development of that projects immediately they are approved.

Recommendations

The following recommendations glued on this study

1. Inadequate funding has been a reoccurring decimal in tertiary institutions of learning, federal government should provide adequate funding to tertiary education institutions. This would enable tertiary education institutions carry out their projects effectively and achieve their goals.
2. The issue of fund diversion is a canker worm that has eaten deep in the fabrics of the people at the helm of affairs. Government should monitor how those funds distributed to higher education are used on projects in which those funds are provided for. This would reduce frauds emanating from hijack of funds for personal use.

Conclusion

The activities of TETFUND, on infrastructural development of higher institutions in Nigeria cannot be over emphasized. TETFUND is an agency of the federal government. Despite some daunting challenges, TETFUND has improved tertiary educations through provision of equipment, building of infrastructural facilities, award of scholarship to deserved citizens in Nigeria. Among the whole activities of TETFUND in Nigeria, TETFUND as an agency of Nigerian government has no relented from monitoring and supervision of ongoing building

infrastructures from the beginning to the end. Tetfund has been able to achieve their goals through planning. Uwazuruike (2021) explained that educational planning can only be accomplished through proper planning.

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- Empirical Framework On Tet fund Developmental Strategies in higher Education in Imo State.
- Imo state is one among the states in Nigeria that have high regard for higher education. Higher education institutions in Imo state that have benefited from TETFUND, are federal university of technology Owerri, (FUTO), Imo state university Owerri, federal polytechnic Nekede Owerri (poly nek), Alvan Ikoku federal college of education Owerri, Imo state polytechnic Umaguwo (which will soon become University of environmental sciences in a short space of time), meanwhile, it is a truism that higher education in Imo state has benefited from TETFUND developmental strategies which TETFUND is known for. In Alvan Ikoku college of education Owerri, two story buildings have been built in 2009, at shell camp near Christ the king catholic church shell camp Owerri, electrified and equipped with chairs and instructional materials for teaching and learning purposes. In the main campus of Alvan Ikoku College of education, administrative offices preferably built for the provost and the college Registrar and the Bursar have been built and equipped with gadgets and materials for administrative purposes, two story buildings were also built in the new education block of the college to enable the student in the college to learn without lacking resources in the college, the esthetic view of the college suffices one to

say that the college having been fascinated with buildings and equipment is a citadel of learning. The federal polytechnic Nekede Owerri, Imo state University Owerri, federal university of technology Owerri, have received TETFUND, intervention strategies starting from the donation of long carriage buses for conveyance of students and staff in and out of the school, lecture halls, students hostels, administrative offices, libraries have also been built in the four higher institutions in the state, the strategy is geared towards ensuring that higher education in Imo state could measure up with with other universities in Nigeria in consideration of resources allocated to those higher institutions. On this note, it is empirically understood that TETFUND have not relented in developing higher institutions in Imo state. Okoroma (2007), affirms that educational funding through the TETFUD as an agency of the

government have evolved in sporting out those higher institutions that are in need of TETFUND development. Okoroma further affirmed that accountability and responsibility are yardstick for university re-engineering. The provision of those modern buildings, teaching and learning materials have perhaps raised the pride for university education to an enviable height in Imo state. Omoregie (1981), in Okoroma (2008:66), opined that subjecting the activities of educational fund providers and developers to educational audit, analytically examines the records of transactions in the education production process, intention is to determine the degree of resource wastage or production efficiency, and understanding that the school is a social system that requires accountability of stewardship on any steps taking.

Corresponding Author: Christian Nwakanma PhD

E-mail: christiannwakanma6@gmail.com

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