

Impact of Tertiary Education Trust Fund (TETFUND) on Tertiary Education Development in Nigeria

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Abstract: This paper discussed the impact of the Tertiary Education Trust Fund (TETFUND) on Tertiary Education Development in Nigeria. The paper employed secondary data. The data were collected from both print and online publications. The paper concluded that Tertiary Education Trust Fund (TETFUND) has contributed immensely to the development of infrastructure facilities, human resources, and research programmes and intervened in the provision of funds for tertiary education management in Nigeria. Based on these findings, the paper suggested that Tertiary Education Trust Fund (TETFUND) should establish offices in all six geo-political zones in Nigeria for effective and efficient operation in the tertiary institutions. More tertiary education stakeholders (ASUU, ASUP and ASUCOE) should be involved in the management of the funds. Tertiary Education Trust Fund (TETFUND) should invest some of their funds to raise more funding for the infrastructure development of the tertiary institutions in Nigeria.

Keywords: Academic staff, Non-academic staff, Staff Training, Tertiary Education Trust Fund (TETFUND).

Introduction

Tertiary education is an organized education designed for manpower development. Ogunode & Mcbrown (2022) viewed tertiary education as an educational system that advances the implementation of the teaching programme, research programme and community service programme for the socio-economic and technological development of the country. Tertiary education can be defined as the level of education acquired after secondary education in higher institutions of learning such as Universities, Polytechnics, Colleges of education and other institutions of higher learning offering correspondence courses, diplomas and certificates (Oraka, Ogbodo & Ezejiofor, 2017). According to Isife & Nneka (2016) tertiary institutions play a vital role not only in shaping the future by educating the professionals of tomorrow but also creating research-based sustainability efforts and providing outreach and service to communities and nations. Historically, higher education has served the twin purpose of research and teaching. In its knowledge production function, higher education institutions have been the centres of innovation and creators of new knowledge in diverse fields of human activity. The knowledge production function is based on academic rigour and the intellectual apparatus within higher education institutions. Over decades, such an intellectual apparatus has contributed to the establishment of orthodoxy around the meaning and epistemology of knowledge. This orthodoxy has been associated with the privileging of intellectual activity within higher education institutions over any such activity in society itself.

Ogunode (2020) defined tertiary education as the post-secondary school education designed for the production of manpower. Higher education is an education that awards certificates after the completion of the programme. Tertiary education is education that deals with teaching programmes, research programmes and community service programmes. Higher education is the peak of educational institutions and it is an organized educational system that is meant to support the social, economic and political development of the country (Ogunode, 2020). According to the Federal Republic of Nigeria's national policy on Education (2013), tertiary education is an education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). For Adeyemi (2001), higher education is a system which embraces much of the country's research capacity and reproduces the majority of the skilled professionals that are required in the labour market.

The goals of tertiary education according to the National Policy on Education of FRN 2013), shall be to: Contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

The realization of the goals and programmes of tertiary education depend on adequate provision of human and materials resources which comprised of infrastructure facilities, academic and non-academic staff. Unfortunately, most tertiary institutions in Nigeria are faced with these shortages of human and material resources. Mallam (2013); Ogunode, & Abubakar, (2020); Ogunode, Ndubuisi, & Solomon (2021); Ogunode, Akin-Ibidiran & Ibidiran (2022) and Ogunode, Onyekachi, & Ayoko (2023) noted that the challenges of tertiary education in Nigeria are poor structure, inadequate library and laboratory equipment, poor infrastructural facilities, poor innovative and creative approach to learning, poor scientific information and technological Literacy, and inefficient allocation of the meagre resources available to the sector. Tertiary Education Trust Fund (Tetfund) was established to specifically address infrastructural facilities, research and staff training problems in the tertiary institutions.

Mallam (2013) observed that the role of the Tertiary Education Trust Fund (Tetfund) cannot be over-emphasized in addressing the aforementioned problems. The tertiary education trust fund was originally established as Educational Trust Fund (ETF) by Act No.7 of 1993 as amended by Act No 40 of 1998 now repealed and replaced with the Tertiary education trust fund (Tetfund). It is an intervention agency set to provide supplementary support to all levels of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria (Mallam, 2013). Educational Trust Fund (ETF) was established to inject funds into selected tertiary institutions to achieve a major turnaround through programme upgrades and improvement in the teaching and learning environment. It is important to assess the impact of the Tertiary Education Trust Fund (TETFUND) on the development of tertiary education in Nigeria.

Purpose of the Paper

The objective of this paper is to assess the impact of the Tertiary Education Trust Fund (TETFUND) on the development of tertiary education in Nigeria. The specific objectives of the paper are;

1. To identify the impact of the Tertiary Education Trust Fund (TETFUND) in the infrastructure development of tertiary education in Nigeria;
2. To find out the impact of the Tertiary Education Trust Fund (TETFUND) in the human resource development of tertiary education in Nigeria;
3. To establish the impact of the Tertiary Education Trust Fund (TETFUND) in the research programme development of tertiary education in Nigeria.
4. To identify the impact of the Tertiary Education Trust Fund (TETFUND) in the provision of intervention funding in tertiary education in Nigeria.

Research Questions

To find the answer to the objectives, the following question was formulated:

1. What is the impact of the Tertiary Education Trust Fund (TETFUND) on the infrastructure development in tertiary education in Nigeria?
2. What is the impact of the Tertiary Education Trust Fund (TETFUND) on human resource development in tertiary education in Nigeria?
3. What is the impact of the Tertiary Education Trust Fund (TETFUND) on the research programme development in tertiary education in Nigeria?
4. What is the impact of the Tertiary Education Trust Fund (TETFUND) on the provision of intervention funding in tertiary education in Nigeria?

Theoretical Framework

The paper is anchored on Herzberg's two-factor theory. In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, some job factors result in satisfaction while other job factors prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction".

1. Hygiene factors- Hygiene factors are those job factors which are essential for the existence of motivation in the workplace. These do not lead to positive satisfaction in the long term. But if these factors are absent/if these factors are non-existent at the workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:

1. Pay: The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.

2. Company Policies and administrative policies: Company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacations, etc.

3. Fringe benefits: The employees should be offered health care plans (mediclaime), benefits for the family members, employee help programmes, etc.

4. Physical Working conditions: The working conditions should be safe, clean and hygienic. The workpieces of equipment should be updated and well-maintained.

5. Status: The employees' status within the organization should be familiar and retained.

6. Interpersonal relations: The relationship of the employees with their peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.

7. Job Security: The organization must provide job security to the employees.

Motivational factors- According to Herzberg, hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for superior performance.

These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

1. Recognition: The employees should be praised and recognized for their accomplishments by the managers.

2. Sense of achievement: The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.

3. Growth and promotional opportunities: There must be growth and advancement opportunities in an organization to motivate employees to perform well.

4. Responsibility: The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.

5. Meaningfulness of the work: The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

The relevance of this two-factor theory to this study is that staff of tertiary institutions need the provision of a conducive work environment to carry out their respective functions. The government should ensure that the agencies responsible for the provision of facilities, research grants and training should be effective in discharging their mandate to the various institutions. The adequate provision of these resources will motivate the academic and non-academic staff of universities to work harder and realize tertiary education goals in Nigeria. The government and university administrators must guarantee the adequacy of the hygiene factors to avoid employee dissatisfaction (hygiene factors may include staff training, workshops and conference attendance. Also, the government must make sure that the environment where staff carry out their work is stimulating and rewarding so that the staff are motivated to work and perform better.

Current Challenges in Tertiary Education in Nigeria

The tertiary institutions in Nigeria are plagued with many challenges. In the area of funding, Agha (2014) examined funding university Education in Nigeria and its implications on the performance of these institutions. The African political economy model was used in explaining the financial state of Nigerian Universities. The findings revealed that although the Federal Government provides about 90 percent of funds, it has not been able to successfully finance the system due to economic, social and political depression. This is evident in poor quality of teaching and research, poor conditions of work and insufficient attention to staff development. The consequence is that the goals of university education in Nigeria are yet to be achieved. Also, Adeyemi (2011) examined the financing of education in Nigeria. A review of the finances on education since the advent of formal education in the country was made. The study shows the total revenue accruing to the Federal Government and the amount of money allocated to education at various periods indicating deficits in the funding of the system. The findings indicated that the funding of education has not been up to 17% in any given year despite the UNESCO minimum standard of 15%-20% of the national budget. The writer, therefore, made suggestions on how to effectively fund education in the country and recommended other sources of funding education for future development. Tunde & Issa (2013); Ifeanyi, Ogunode & Ajape,

(2021); Ishaya & Ogunode, (2021) and Olowonefa, Ogunode & Ohibime 2022) concluded that shortage of funds is a major challenge in the management of tertiary institutions in Nigeria.

In the area of infrastructure facilities, a study by Egu, Ogbonna, Obike, & Obiuto, (2014), in South-eastern, Nigeria, Ihebereme (2011) and Tarver (2007), revealed that inadequate provision of good housing facilities for staff and highly insecure with low pay that improves only slowly with the years are the major stressors among respondents. Sajuyigbe, Madu-Igwe, & Babalola, (2015), revealed that lack of infrastructure is one of the stressors facing the academic staff of the university. According to the finding of Omoniyi (2013), 81.32% of the participants indicated the poor condition of lecturers' offices as a stressor among them. Equally, the finding of Omoniyi (2013), revealed that lack of facilities was one of the stressors challenging the participants. Ekundayo & Kolawole (2013), further revealed that 86.10% and 78.90% of the respondents agreed that poor working conditions and inadequate physical facilities in schools respectively are primary stressors among teachers in Ekiti State. This is in line with the finding of Ukwaiyi, Uko, & Udida, (2013), which revealed that high cost of living and inadequate facilities were the major causes of stress among academic staff of tertiary institutions in the State. Ogunode & Abubakar (2020) lamented that many public universities in Nigeria do not have adequate lecture halls, laboratories and offices for both students and academic staff. Many academic and non-academic staff do not have offices and per-adventure they have one is been shared by five to six lecturers. The offices of the deans and heads of departments are not something to write home about. The Students do not have adequate lecture halls and hostel accommodations. In the opinions of Ayoko, Ogunode, Ojo & Aragba (2023), educational infrastructure is an important factor in determining the quality of learning, teaching, and educational output however, most schools lack basic infrastructures, such as a laboratory, library, internet facilities, electricity, students hostel, and quality learning environment. The factors responsible for inadequate infrastructural facilities in Nigerian public universities include; underfunding, increase in students population, corruption, poor infrastructural facilities planning, poor supervision and inflation (Ebehikhalu, & Dawam, 2016; Ogunode, 2020a; Ogunode, & Abubakar, 2020; Ogunode, & Onyekachi, 2021; Ogunode & Musa, 2022; Ogunode, & Emmanuel, 2023). The implication of inadequate infrastructural facilities in Nigerian public universities include; poor quality of education, poor teaching and learning, low productivity, brain drain and overcrowding of lecture halls (Obadara, & Alaka, 2013; Ogunode, 2020; Ogunode, Lawan, & Solomon, 2021; Ogunode, Akinjobi, & Musa, 2022; Ogunode, Onaolapo, Onaolapo, Adeosun, & Ayoko, 2023).

In the areas of staff training, Tertiary Education Trust Fund (TETFUND) is saddled with the responsibility of sponsoring staff of tertiary institutions for training both local and international. Tertiary Education Trust Fund (TETFUND) in the Nigerian tertiary institutions is to sponsor academic and non-academic staff for training. Tertiary Education Trust Fund (TETFUND) sponsors academic staff for the master's programme and PhD programme. The academic staff are also sent to conferences while the non-academic are sponsors for seminars, conferences and workshops. Training is very important for tertiary institutions staff because of their crucial roles in manpower development and in delivering academic services. Ukaegbu (2017) cited Acheaw (2011), who insisted that the purpose of training and development is to have an increase in knowledge, skills and changing the attitude of a person. This would result in several potential benefits for the individual and their employer. Furthermore, Acheaw argued that training also increases the confidence, motivation and commitment of staff, provides recognition, encourages responsibility, and enhances the possibility of a pay rise and promotion. This gives workers a feeling of personal satisfaction and achievement, improves opportunities for career progression, quality of staff and helps to improve performance (Ukaegbu, 2017). Basil, Felix, Nwi-u, & Eno, (2013) noted that capacity building has three different dimensions, namely: building awareness, building analytical capacity and building decision-making capacity. Building awareness involves offering activities, presenting new topics or demonstrating new methods through workshops, seminars and conferences. The presentations are meant to create awareness about a particular

activity, topic or method to enable beneficiaries to apply them in their performance of assigned tasks. Building analytical capacity involves designing a capacity-building program using an interactive style of presentation. It uses exercises, case studies, field visits and other elements of experiential learning which promote critical thinking among the beneficiaries. Building decision-making capacity pertains to emphasizing learning by doing as well as formal education. Training is sponsored by Tertiary Education Trust Fund (TETFUND) and other institutions in Nigerian tertiary institutions. The number of academic staff and non-academic staff benefiting from the staff training programme is few due to the large number of staff in the tertiary institutions and the shortage of funding. Ogundu, & Nwokoye, (2013) lamented that the bulk of university research has been self-funded by graduate students, staff-in-training and academic staff, and over 80 per cent has been from salaries and parents. Staff training is faced with a lot of problems in Nigerian higher institutions such as underfunding funds, corruption, and political influence (Akomolafe & Ibijola, 2014; Ogunode, Josiah, & Ajape, 2021; Ogunode, Ezema, & Olugbenga, 2022; Ogunode, Atobauka, & Ayoko, 2023).

In the area of research, Nwakpa (2015), found out that inadequate funding of research projects and difficulty in accessing the research grants are major miseries (stressors) among academicians in Nigeria. Nwakpa (2015), in his study further found that research infrastructure in tertiary institutions in Nigeria is grossly inadequate and generally out of date otherwise obsolete, workshops, librarians and laboratories are ill-equipped and obsolete educational equipment and facilities are research stressors among academic staff of tertiary institutions in Nigeria. His findings further revealed that there was a significant shortage of skilled manpower to manage Information Communication Technology (ICT) equipment or facilities effectively in the nation's higher institutions to gear up and aid research among researchers and the introduction of innovation (the use of electronic statistical packages, using a computer) combined to be a stressor among lecturers. Omoniyi (2013), concluded in her study that poor research incentives and students' project supervision representing 87.35% and 77.52% respectively were the stressors among university lecturers. Researches go with motivation. The finding of a study by Blaskova and Blasko (2014), on the motivation process of university teachers, revealed a low level of motivation among teachers in all manner of treatments. Also, Ekundayo & Kolawole (2013) revealed 81.1% that the respondents agreed that late payment of teachers' salaries is a source of stress to teachers that affects their effort in research activity. Poor funding, brain drain, strike action, inadequate facilities, poor access to research grants and unstable electricity are challenges that have hindered effective research in Nigerian tertiary institutions (Ogunode, 2020; Ogunode, & Atobauka, 2021; Ogunode & Ndayebom, 2022; Ogunode, & Ade, 2023).

In the area of teaching, teaching which supposes to be done with joy hence, it is a call, has turned out to be a stressor among teachers. The finding of Archibong, Bassey, & Effiom (2010), showed that teaching or lecturing as an act involves collation of results, marking of exam scripts, developing of course contents, examination setting, and deciding on the appropriate method for lesson/lecture presentations are stressors among teaching-staff of higher education of learning. Following the finding of Braimoh (2009), whose work was carried out in Nigeria, teaching is a stressor among teachers hence the occupation is flexible and dynamic thereby tolerating constant changes that destabilize the normal order and organization of the body system of the teaching-staff. In this light, a study put it that despite the change in the educational system all over the world, some Nigerian lecturers still prefer to hold on to their crude and traditional methods of teaching or doing things to avoid destabilization in their body system (Nwakpa, 2015). Also, the findings of Egu, Ogbonna, Obike & Obiuto (2014), who worked on managing stress among lecturers in polytechnics of Southeast, Nigeria, revealed among others that poor teaching and laboratory tools are real stressors among teaching staff in the university, hence lack of teaching facilities recorded mean of 3.10, poorly equipped laboratory/technical workshop had a mean of 2.90, overstretched class enrolment had a mean of 2.90 and the need to meet-up with departmental deadline pooled mean of 3.50, while poor office accommodation generated a mean

of 3.50. Stuffy lecture rooms with poor seating arrangements for students scored a mean of 3.40. Ndubuisi, & Ogunode (2021) and Edokhamhen, & Ogunode (2020) lamented how the shortage of professional academics affected the implementation of the teaching programme in Nigerian tertiary institutions.

Concept of Tertiary Education Trust Fund (TETFUND)

Tertiary Education Trust Fund, abbreviated as TETFUND, is a scheme established by the Federal Government of Nigeria in 2011 to disburse, manage, and monitor education tax to government-owned tertiary institutions in Nigeria. The Education Tax Fund having been established by Education Tax Act No. 7 of 1993 and amended by the Act No. 40 of (22nd Dec) 1998 imposed the 2% tax on all assessable profits of all companies registered in Nigeria. The collection of the tax fund however started in 1994. And the ascertainment was as specified in the Companies Income Tax Act or the Petroleum Profits Act Tax as the case may be. This amendment brought about the establishment of the Education Trust Fund as an intervention agency with project management to improve the quality of Education in Nigeria (Tech., 2011). The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The fund administers the tax imposed by the Act and disburses the amounts to educational institutions at federal, state and local government levels. It also monitors the projects executed with the funds allocated to beneficiaries (Oraka, Ogbodo & Ezejiofor, 2017).

The mandate of the Fund as provided in Section 5(1) (a) to (g) of the Act No. 7 is to administer and disburse the amount in the Fund to Federal, State, and Local Government Educational Institutions, including primary and secondary schools, for any other matter ancillary thereto, but specifically to the following: Work centres and prototype development; Staff development and conference attendance; Library systems at the different levels of education; Research equipment procurement and maintenance; Higher Education Book Development Fund;

By the year 2008, the Tertiary Education Trust Fund (TETFUND) came into being (Uzondu, 2012; Oraka, Ogbodo & Ezejiofor, 2017). This Tertiary Education Trust Fund (TETFund) was established as an intervention agency under the TETFund Act – Tertiary Education Trust Fund (Establishment, ETC) Act, 2011. This Act repeals the Education Tax Act Cap E4 Laws of Federation of Nigeria 2004 and Education Tax Fund Act No. 17, 2003 and established the Tertiary Education Trust Fund – charged with the responsibility for imposing, managing and disbursing the tax to public tertiary institutions in Nigeria (TETFund News Panorama, 2013; Oraka, Ogbodo & Ezejiofor, 2017). To enable the TETFund to achieve the above objectives, TETFund Act 2011 imposes a 2 percent Education Tax on the assessable profits of all registered companies in Nigeria.

The vision of the TETFund is to be a world-class interventionist agency in Nigeria's Tertiary Education. Its mission is to provide focused and transformative intervention in public tertiary institutions in Nigeria through funding and effective project management. For the reason of efficient management and other reasons best known to the fund Board, they ruled out the inclusion of principal officers such as vice-chancellors, rectors, provosts and their deputies, the directors of works, librarians etc as beneficiaries (Oraka, Ogbodo & Ezejiofor, 2017).

For the ETF operations, assessment and collection as of 1994–1999, and the distribution formula, the Act approves a secretariat for the fund, headed by an Executive Secretary and assisted by other management and support staff, under the direct supervision of the Board of Trustees. It also provides for zonal offices all over Nigeria to liaise with beneficiaries in project identification, data collection and communication with educational institutions. The zonal offices also liaise with the Federal Inland Revenue Service in the respective zones to ensure that there is close monitoring of the assessment and collection of Education Tax (Oraka, Ogbodo & Ezejiofor, 2017).

The Tertiary Education Trust Fund (TETFund) is an initiative of the federal government backed by the parliamentary act to "administer and disburse education tax collections to public tertiary educational institutions in Nigeria. TETFund major scope include intervention on Academic Staff Training and Development which entails disbursement of fund for sponsorship to study for Masters and Doctorate Degrees, conference attendance, and teaching practice intervention. These interventions are managed through beneficiary institutions which collate applications from their staff for onward transmission to TETFund.

Impact of Tertiary Education Trust Fund (TETFUND) on Tertiary Education Development

What is the impact of the Tertiary Education Trust Fund (TETFUND) on the infrastructure development in tertiary education in Nigeria?

Infrastructure Facilities

The establishment of the Tertiary Education Trust Fund (TETFUND) in Nigeria has helped in the infrastructure facilities development in tertiary institutions across the country. Tertiary Education Trust Fund (TETFUND) has been able to transform the tertiary institutions' infrastructure facilities in Nigeria. Infrastructural facilities according to Ogunode (2020) are facilities aiding the delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. The availability of infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. A study by Ugwuanyi (2014) assessed eleven years of study of the activities of the Education Tax Fund (ETF) on Nigerian tertiary institutions with the target of revealing how the Education Tax Fund has helped in enhancing the educational development of Nigerian Tertiary Institutions. Various analytical tools were employed in appraising data generated from the publications of the operations department of the Education Tax Fund and some other Federal Government publications. The research found that ETF has made a significant positive impact towards improving the educational sector in Nigeria by the construction of various intervention projects and improving the teaching and learning conditions of both students and lecturers., and that each tertiary institution has its criteria (subject to TETFund directives) for determining which lecturer becomes a beneficiary. Conclusively, the researcher thinks that the ETF has the potential of alleviating the chronic under-funding of the educational sector and that in future, if properly utilized the fund will continue in no small measure towards revitalizing the educational system in Nigeria. (Rufai, 2012) concluded that virtually, all the capital projects seen in many of the state institutions certainly not all, are actually ETF funded. And there is no institution in this country, a public tertiary institution, where there are no ETF projects. Also, PRNigeria (2021) report that the former Permanent Secretary of, the Federal Ministry of Education disclosed that TETFund has approved the release of an N5 billion take-off grant for the new Federal Medical University of Health and Nutrition located at Azare, Bauchi State. He noted that the Fund has executed 152, 838 infrastructural projects in public universities and other beneficiary institutions in the last 10 years.

Isiaka, Nasiru, & Olushola, (2020) did a study and discovered that Tetfund intervention towards the quality transformation of academic staff at Lagos State University was positive in the sense that Tetfund intervention has contributed majorly to the provision of infrastructure for effective teaching and learning in Lagos State University (LASU).

What is the impact of the Tertiary Education Trust Fund (TETFUND) on human resource development in tertiary education in Nigeria?

Human Resource Development

Tertiary Education Trust Fund (TETFUND) has impacted positively human resources development in Nigerian tertiary institutions. Many academic and non-academic staff have benefited from TETFund training sponsorship. United Nations (2009) viewed human resource development as empowering people by fostering the contributory capacities that they can bring to the improvement of their quality of life and that of their families, communities, enterprises and societies while Chigozie (2017) saw human resources development as part of human resources management that specifically deals with training and development of the employees. Human resources development is the process of increasing the capacity of the human resource through development. It is thus the process of adding value to individuals, teams or an organization as a human system. It could also be referred to as a systematic and planned approach through which the efficiency of employees is improved. The future goals and objectives are set by the entire organization and are well-planned at individual and organizational levels. Human resources development is a continuous process for the development of all types of skills of employees such as technical, managerial, behavioural, and conceptual. It includes training an individual after he/she is first hired, providing opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities (United Nations, 2009). Human development includes all forms of training received for job improvement and increment in productivity. Human resources development include in-service training, workshop, conference, symposium and special training on the job. PRNigeria (2021) reported that in 2021, the former Executive Secretary of TETFund, Professor Suleiman Bogoro, disclosed that Tertiary Education Trust Fund (TETFund) has sponsored a total of sponsored close to 30,000 lecturers for masters and PhD programmes in both local and foreign institutions in the last ten years. Bogoro added that the Fund had also sponsored about 30,000 lecturers for master's and PhD programmes in both local and foreign institutions. He further noted that in a bid to boost human capacity in the beneficiary institutions, over 68,000 academic and non-academic staff of public tertiary institutions had been sponsored by the Fund to attend local and foreign conferences. He stressed that the Fund equally supported over 71,263 lecturers under its Teachers' Supervision Programme among achievements. Isiaka, Nasiru, & Olushola, (2020) carried out a study and concluded that capacity building of the academic staff of Lagos State University was the major focus of the Tetfund intervention. Eze,(2014) and Udu, & Nkwede, (2014) and Isiaka, Nasiru, & Olushola (2020) discovered that due to Tetfund interventions, many lecturers have been sponsored to local and international seminars and conferences in addition to Tetfund sponsored oversea training and retraining of academic staff. Ofojebe, & Chukwuma, (2015) and Isiaka, Nasiru, & Olushola (2020) observed that most universities accessed Tetfund funding for training, seminars and workshops and that overseas training, seminars and workshops benefit in no small way for the advancement of academic staff as well as aiding them for promotions and elevations in the Universities. Okojie, (2000) noted that Tetfund provides funds to all federal and state-owned tertiary institutions in areas such as training, conferences and staff development.

Ogunode, Kasimu & Sambo (2023) noted that the TETFund has sponsored many scholars for programmes like innovation and entrepreneurship, science, engineering and technology, art, humanities and social science that are not offered in Nigerian universities. Pagano, (1993) and UcheI & Ahunaya, (2007) also revealed the significant role of Tetfund in intervention in transforming teaching and learning positively through academic staff development programmes at Lagos State University. Peter (2018) concluded that TETFunds have helped to increase the number of academic staff with PhD and Master's qualifications in tertiary institutions.

What is the impact of the Tertiary Education Trust Fund (TETFUND) on the research programme development in tertiary education in Nigeria?

Research Development

Tertiary Education Trust Fund (TETFUND) has played a great role in the development of research programmes in tertiary institutions in Nigeria. This submission is affirmed by ASUU, (2013) who concluded since 2011 that the ETF law was repealed and the Tertiary Education

Trust Fund Act was enacted as a transformative intervention agency for the rehabilitation, restoration, and consolidation of tertiary education in Nigeria. TETFund had made a visible impact in supporting tertiary education in terms of sponsoring academic staff in Nigerian universities for higher degrees and sponsoring conferences, workshops and valuable research endeavours. Also, Peter (2018) did research (2018) and found out that Tertiary Education Trust Fund (TETFUND) has contributed to research development in Nigerian universities. Also, Abdul (2015) acknowledged that Tertiary Education Trust Fund (TETFUND) has been the pillar of research development in tertiary institutions. Abdul (2014) remarked that Tertiary Education Trust Fund (TETFUND) has sponsored a lot of research programmes in higher institutions and has improved the country's development. Ogunode, Jegede, Adah, Audu, Ajape (2020) and Ogunode, Kasimu & Sambo (2023) observed that apart from academic staff training and development, TETFund is investing hugely in research, book development, and publication of journals by scholars. Beneficiaries of the fund who are mainly tertiary institutions, are required to apply the funds for the provision of essential physical infrastructure for teaching and learning, provision of instructional materials and equipment, research, book development and publications, academic staff training and development and any other need which is seen as critical and essential to the improvement of quality and maintenance of standards in the educational institutions (Leadership 2022). Okojie, (2000) stated that Tetfund provides funds to all federal and state-owned tertiary institutions in areas such as research, training, conferences, and staff development; for example, in the area of research, Tetfund provides ₦20m (US\$63,391.60) for each university as an annual intervention for research. Also, PRNigeria (2021) report that the former Bogoro maintained that in 2011, the Fund launched the National Research Fund (NRF) with a seed fund of N3billion as a take-off grant to support cutting-edge research in areas of critical national need and development. He added that in 2015, N1 billion was added, in 2019, allocation became annual and N5 billion was approved for that year. He further added that in 2020, the government approved an additional 50 per cent increase in allocation to the NRF, making it N7.5 billion for that year and N8.5 billion in 2021. "So far, a total sum of N9 billion has been accessed by lecturers to finance their research activities. He noted that "A total of 457 research projects have been approved across the country, some have been completed while some are still ongoing. "The Fund also allocates funds on an annual basis to support Academic Research Journals and institution Based Research (IBR) for research projects not more than N2 million per project. It is noted that about 2,175 projects have been approved for Institution Based Research and 342 Academic Research Journal projects were undertaken between 2011 and 2021. The former executive secretary disclosed that TETFund had been playing a significant role in Covid-19 Research in the country and drug development in general.

What is the impact of the Tertiary Education Trust Fund (TETFUND) on the provision of intervention funding in tertiary education in Nigeria?

Direct Intervention Funding of Tertiary Education

Tertiary Education Trust Fund (TETFUND) has also contributed to the funding of tertiary institutions through the provision of interventional funds. In 2013, the Nigerian government directed the Tertiary Education Trust Fund (TETFUND) to disburse the sum of N200 Billion to universities in Nigeria as a special intervention fund (AllAfrica 2013). This intervention came as a result of the ASUU strike demanding for implementation of the agreement reached with the government. Also, Premium (2013) reported that the Presidency acknowledged that the Central Bank of Nigeria has confirmed that N200 billion agreed upon by the Academic Staff Union of Universities, ASUU, and the Federal Government at a meeting has been fully paid into a Revitalisation of Universities infrastructure Account. This indicated that the sum was paid in three tranches of N129.3 billion, N20.7 billion and N50 billion into the account as directed. In 2023, VON (2023) reported that Nigeria's President has approved financial disbursement to publicly tertiary institutions, Universities, Polytechnics and Colleges of Education (COE), in

Nigeria in line with Tertiary Education Trust Fund (TETFund) approved guidelines. The President approved the sum of N320, 345,040, 835. (Three hundred and twenty billion, three hundred & forty-five million. Forty thousand, eight hundred & thirty-five Naira only). Based on this, each university will receive, for the Year 2023 intervention cycle, the total sum of N1, 154,732,133.00. The Executive Secretary submitted that the fund comprised N954,732,123.00 as annual direct disbursement and N200 million as zonal intervention. Similarly, each Polytechnic shall get N699,344,867.00 comprising of N569,344,807.00 as annual direct disbursement and N130million as zonal intervention, while each College of education receives N800,862,602 comprising of N670,862,602.00 as annual direct disbursement and N130million as zonal intervention. Peter (2018) maintained that TETFund has funded infrastructural projects and academic staff development programmes in Nigeria's tertiary institutions to change the course of development and put the nation on the path of progress. TETFund through its interventions has helped to redefine the nation's tertiary institutions, equipping them with needed infrastructure and facilities. TETFund has remained committed to its mandate of funding infrastructural projects and academic programmes in tertiary institutions for the overall development of the nation. Generally, Oraka, Ogbodo & Ezejiofor, (2017) revealed that ETF has been able to make a significant positive impact towards improving the educational development in Nigerian tertiary institutions. ETF has impacted positively Nigerian Educational Development with a particular focus on Tertiary institutions. Though ETF fund allocations to Nigerian Tertiary Institutions do not correlate with the enrollment ratio to Nigerian Tertiary Institution the major challenges facing ETF has affected on efficient administration and management of the Education Tax Fund in Nigerian Tertiary institutions in the sense that infrastructure base that will enhance quality in universities these days. Abdul (2014) remarked that Tertiary Education Trust Fund (TETFUND) has done a great job in funding tertiary institutions in Nigeria.

Conclusion and Recommendations

This paper discussed the impact of the Tertiary Education Trust Fund (TETFUND) on Tertiary Education Development in Nigeria. The paper employed secondary data. The paper concluded that Tertiary Education Trust Fund (TETFUND) has contributed immensely to the development of infrastructure facilities, human resources, and research programmes and intervened in the provision of funds for tertiary education management in Nigeria.

Based on these findings, the paper suggested that:

1. Tertiary Education Trust Fund (TETFUND) should establish offices in all the six geo-political zones in Nigeria for effective and efficient operation in the tertiary institutions.
2. More tertiary education stakeholders (ASUU, ASUP and ASUCOE) should be involved in the management of the funds.
3. Tertiary Education Trust Fund (TETFUND) should invest some of their funds to raise more funding for the infrastructure development of the tertiary institutions in Nigeria.

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