

## **Tertiary Education Trust Fund (TETFUND) and Infrastructural Facilities Development in Nigeria: Implications for Guidance and Counselling for Sustainable Development of Tertiary Education in Nigeria**

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**Abstract.** *To address challenges facing public institutions, the Nigerian government established the Tertiary Education Trust Fund (TETFund) with the responsibility of intervening in the funding of infrastructure facilities development, research and staff training. The agency since its establishment has been carrying out lots of interventions in various tertiary institutions across Nigeria especially in the area of infrastructure facilities provision. The study assessed the impact of the Tertiary Education Trust Fund (TETFund) on infrastructural facilities development in tertiary institutions in Nigeria. The study concluded that the Tertiary Education Trust Fund (TETFund) has positively influenced the development of infrastructure facilities in the tertiary institutions in Nigeria. Based on the findings of the study, the paper recommends that the federal government should increase the funding of the Tertiary Education Trust Fund (TETFund) to enable the agency to carry out more infrastructural facilities development across tertiary institutions in the country. There should also be functional Counselling Centers in all tertiary institutions that will ensure sound mental health for students, faculty staff and indeed the entire tertiary institution communities thus create a result oriented teaching and learning environment.*

**Keywords:** *Infrastructure facilities, Tertiary Education Trust Fund (TETFUND).*

### **Introduction**

Tertiary education is defined by the National Policy on Education (2013) as the education provided after Post Basic Education in institutions such as Universities and Inter-University Centres, including the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, Innovation Enterprise Institutions (IEIs), Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions like Colleges of Agriculture, Schools of Health and Technology, and the National Teachers' Institutes (NTI). Alemu (2018) opined that tertiary education or higher education encompasses a broader range of higher learning institutions, including universities. These institutions of higher learning may be organized in various ways, often within a university or as separate entities such as universities and other tertiary learning institutions.

Tertiary education encompasses post-basic and secondary school education, focusing on advanced teaching, research, and community service (Ogunode, Ayeni, & Ogwuche, 2024). This highlights that tertiary education is intended for capacity building and national transformation and development through the provision of quality teaching, research, and community service. Tertiary institutions are specialized segments of society focused on teaching, research, and community service. They

represent a diverse microcosm of society, encompassing various people, cultures, lifestyles, and values (Ogunode and Odo, 2023). Tertiary education or higher education includes universities, which are sometimes used interchangeably with the term higher education (Assié-Lumumba, 2005). Idowu (2020) describes tertiary institutions as those attended after secondary school, such as Universities, Polytechnics, Monotechnic Colleges of Education, and other institutions offering correspondence courses, diplomas, and certificates. Ibrahim (2017) underscores the importance of higher institutions in fulfilling the socio-cultural and developmental needs of country. Furthermore, tertiary institutions play a pivotal role in driving innovation and economic growth. They serve as hubs for cutting-edge research, fostering technological advancements and equipping students with critical thinking and problem-solving skills essential for the modern workforce. These institutions also contribute to societal development by promoting cultural exchange and understanding through diverse student populations and international collaborations. By engaging in community service, tertiary institutions help address local challenges, support public health initiatives, and enhance the overall quality of life in their communities.

Adding to this, Ogunode, Eyiolorunse-Aiyedun, and Olatunde-Aiyedun (2021) explored the challenges faced in educational planning in Nigeria during the COVID-19 pandemic and noted that the crisis exposed the weaknesses within the Nigerian educational system, such as insufficient funding, lack of preparedness for emergency remote teaching, and disparities in access to quality education between urban and rural areas. To mitigate these issues, the authors propose several strategies, including increased investment in digital infrastructure, training educators in online teaching methods, and developing comprehensive emergency response plans for the education sector. They emphasize the need for inclusive policies to ensure all students have access to the necessary resources for effective learning, regardless of their socio-economic background. The integration of these insights underscores the importance of a resilient and adaptable educational system. By addressing the challenges highlighted during the COVID-19 pandemic and implementing the proposed solutions, Nigeria can enhance its educational planning framework. This effort aligns with the broader goals of tertiary education, which aims for capacity building, national transformation, and development through quality teaching, research, and community service, as articulated by Ogunode, Edinoh, and Okolie (2023).

Nigerian tertiary institutions are like a miniature contemporary Nigerian society (Ogunode & Ayeni, 2024), hence every happenings in the Nigerian society are expected to happen in Nigerian tertiary institutions. For instance, scholars have observed that good welfare packages and the provision of basic infrastructure have been sacrificed for stomach infrastructure (Ayeni, Tusayi, Joseph & Obatayo, 2018). Ogunode, N. J., Hassan, I. I., & Olatunde-Aiyedun, T.G. (2023) examined the role of women in academia and tertiary education in Nigeria, highlighting the challenges and contributions of female academics in the sector. Their study, published in the *Central Asian Journal of Social Sciences and History*, provides valuable insights into the gender dynamics within Nigerian tertiary education institutions. Nigerian tertiary institutions are plagued with a lot of challenges and they include; poor funding, inadequate infrastructure facilities, shortage of academic staff, strike actions, brain-drain, corruption, poor research programmes and ineffective training programmes for academic staff and non-academic staff (Ogunode & Ayeni, 2023; Daniel-Kalio, 2019; Ohaeri, Olayinka & Ogunode, 2023). Corruption has also come to be identified as one of the challenges of tertiary institutions. For instance, it has been noted that corruption is like the second nature of Nigeria's ruling elite (Muhammed, & Ayeni, 2018).

To corroborate the foregoing, it has also been noted that the problems facing peacebuilding in Nigeria are characterised by a high level of corruption and inadequate infrastructural facilities (Ayeni & Sani, 2021). Observation revealed that the problem of infrastructure is partly caused by corruption. Thus, Echono (2022); Ogunode and Ade (2023); Ogunode, Onyekachi and Ayoko (2023) observe that facilities such as laboratories, lecture halls and classrooms are either dilapidated or absent in many of our institutions across the Country. In recent times ICT has come to occupy an important place in teaching and learning. However, ICT facilities are lacking in most of the tertiary institutions in the country. For the nation's tertiary institutions to meet global standards and best practices, ICT facilities must be made available with ubiquitous broadband penetration to all institutions.

Following the above observations, scholars such as Ayeni, Sani, Andeshi, Ibrahim, and Adamu (2020) have argued that infrastructural development yields both intended and unintended benefits for youth. Specifically, Ayeni (2017) notes that infrastructure can empower individuals, while Ayeni, Andeshi, and Uzoigwe (2022) emphasize its role in enhancing human security. However, a critical issue highlighted is the shortage of infrastructure facilities in Nigerian tertiary institutions (Ogunode, Haliru, Shehu, & Peter, 2023; Ogunode & Olaitan, 2023). According to Ogunode (2020), infrastructural facilities encompass various amenities crucial for delivering academic and non-academic services in educational institutions, such as libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, and internet connectivity. The availability of these facilities in adequate quantities supports effective administration and enhances the educational environment.

Infrastructure facilities are considered social capital essential for the implementation of teaching, research, and learning in educational institutions (Adams, Zubair, & Olatunde-Aiyedun, 2022; Ogunode & Odo, 2023; Ogunode & Obiakor, 2023). They contribute to the aesthetic and functional aspects of school environments, crucial for achieving educational goals (Osagie, 2003; Ogunode, Jegede, Abubakar, & Martina, 2020; Ogunode & Adamu, 2021; Ogunode, Jegede, & Musa, 2021). These facilities encompass landscapes, trees, lawns, hedges, paths, playgrounds, buildings, security features, and utilities. A well-equipped and maintained physical infrastructure can enhance learning experiences, reduce dropout rates, and attract high-quality educators. For instance, tools like chalkboards facilitate effective knowledge transfer (Anike & Tari, 2011; Akin-Ibidiran, Ogunode, & Ibidiran, 2022). The challenges and problems associated with the deployment of ICT facilities by public higher institutions during the COVID-19 pandemic in Nigeria, as highlighted by Ogunode, Okwelogu, and Olatunde-Aiyedun (2021), further underscore the critical need for robust infrastructure to support modern educational practices and ensure equitable access to quality education.

According to Lawinsider (2020), infrastructure facilities encompass various works, structures, or improvements on land or water that provide services or benefits to the general public or specific communities. These include offices, depots, staff housing, electricity generation and distribution facilities, public education and health facilities, police and emergency facilities, transport infrastructure like pedestrian paths and bus stops, sewage pump stations, water supply facilities, and items specified in the Native Title Act. However, social housing is explicitly excluded from this definition. In educational contexts, infrastructural facilities play a crucial role in facilitating efficient administrative functions, ensuring reliable service delivery, and supporting teachers in delivering lessons effectively. They create a conducive environment for both teaching and learning, enabling students to study comfortably and teachers to prepare and deliver lessons, including through online platforms like ICT (Ogunode & Agwor, 2021). These facilities are essential for achieving educational objectives by providing necessary support for the teaching-learning process. School offices offer a suitable workspace for educators, classrooms facilitate effective learning environments, and school grounds provide security against external threats, ensuring the safety of students and staff from adverse weather conditions (Ogunode & Agwor, 2021). Thus, the significance of infrastructural facilities in educational institutions cannot be overstated, as they are integral to fostering a conducive and safe learning environment conducive to educational success.

On the impact of infrastructure facilities in the development of tertiary institutions, Olasupo, (2017) carried out a study that investigated the influence of infrastructural facilities on the research output of academic staff of the University of Ibadan, Nigeria. Ogunode and Jegede (2021) asserted that the facilities needed to foster effective learning in an educational institution include adequate power and water supply, good communication systems, improved transportation systems, adequate classrooms, libraries, laboratories, furniture items, and sporting equipment. The quality of infrastructure has a strong influence on the academic staff's job performance and academic standard, which is an index of quality assurance in the school. Tunde and Issa (2013), Okoli, Ogbondah, and Ewor (2016), Ebehikhalu and Dawam (2016), Ukozor and Babatunde, & Ekundayo, (2022); Ogunode (2022), Ogunode and Ukozor (2023), Ogunode, Edinoh, and Nwafor (2023) Ogunode, N. J., Ngezack A. C, & Usi (2024); Ogunode, Cletus, & Christiana, (2024), as well as Ogunode and Ajayi (2023) all

arrived at the consensus that the significance of infrastructure facilities cannot be underestimated in these crucial aspects of the academic environment. These scholars collectively underscore the pivotal role of infrastructure in creating an enabling environment for both academic staff and students. The impact spans across various dimensions, encompassing the facilitation of effective teaching and research by academic staff, the creation of conducive spaces for learning, and the overall enhancement of the educational experience. The consensus among these researchers reflects a shared understanding of the multifaceted contributions that infrastructure facilities make to the success and quality of education in tertiary institutions and these problems are linked to poor funding (Aina & Olorunsola, 2023; Ogunode & Emmanuel, 2023; Ogunode, Onaolapo, Onaolapo, Adeosun, & Ayoko, 2023).

As important as these facilities to the realization of tertiary institutions goals, it is unfortunate that these facilities appear inadequate in many tertiary institutions across the country. Atobauka and Ogunode (2021) and Ogunode (2020) observed that inadequate infrastructural facility is another major factor responsible for poor job performance of academic staff and non-academic staff. Noun Badiora, (2017), and Ukozor and Ogunode (2022) observed that there are other administrative problems associated with the shortage of classrooms. These include an unconducive teaching-learning process, difficulty in individualizing instruction by the teachers encouragement of abnormal behaviour from the learners and above all, misplacement of school objectives could be a repercussion. The numerous challenges faced by tertiary institutions are because of what scholar refers to as leadership failure in the wider Nigeria society. Thus, it has been noted that there is a failure of leadership in Nigeria that is making people clamour for fiscal federalism (Ayeni, 2018).

To address the challenges related to infrastructural facilities and other issues in Nigerian tertiary institutions, the Federal Government established the Tertiary Education Trust Fund (TETFUND) as an intervention agency. TETFUND's mandate includes providing infrastructure, supporting research development, and facilitating staff training in public universities ((Ogunode, Edinoh, & Olatunde-Aiyedun, 2023), polytechnics, and colleges of education, as defined in its Act. However, other tertiary institutions in Nigeria such as monotronics, specialized institutes (both public and private), agriculture, and cooperative colleges do not benefit from TETFUND interventions.

The Tertiary Education Trust Fund (TETFUND) is an interventionist agency of the federal government established by an act of parliament known as the TETFund Act No.16, 2011. The agency is charged with the responsibility to deliver effective and transformative interventions to all public tertiary education institutions defined in the Act as Public Universities, Polytechnics and Colleges of Education in Nigeria through funding and effective project management. The Fund since its establishment has strategically positioned the nation's higher institutions by providing essential physical infrastructure and content-based programmes for effective teaching, learning, research, and innovation for global competitiveness. TETFund administers, manages, disburses, and monitors the utilization of the initial 2% and now 2.5% Education Tax paid by all registered companies operating in Nigeria. This tax is allocated on an annual basis to Public Universities, Polytechnics and Colleges of Education in a ratio of 2:1:1 (Echono, 2022). The tertiary education trust fund was originally established as the 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).

The Tertiary Education Trust Fund is expected to complement the government's budgetary allocation for the tertiary education sub-sector, to reposition the sub-sector for better performance. The agency currently provides intervention to Two Hundred and Forty-Six (246) public tertiary institutions in Nigeria which are 96 Universities, 75 Polytechnics and 75 Colleges of Education (Echono, 2022). 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 (Ogunode, 2022). TETFund cardinal objective was to generate additional income to support tertiary education, provide scholarships and grants for the needy but promising

students, attempting not only to strengthen and diversify the economic base of higher institutions in Nigeria but also redirecting their resources towards improving the productivity and quality of higher education (Udu, & Nkwede 2014).

The activities of the Tertiary Education Trust Fund (TETFUND) include; managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. Tertiary Education Trust Fund administers the tax imposed by the act and disburses the amount to tertiary educational institutions at Federal and State levels. Specifically, TETFund's cardinal objective is to provide the badly needed funds to support tertiary education and provide scholarships and grants for staff to enhance the productivity and quality of higher education. TETFund interventions are anchored on the following areas: Normal Intervention; Library Intervention; Research grant; Academic Staff Training & Development; Publication of Journals; Manuscript Development; and Conference Attendance. Vmtnews (2023) noted that TETFund objectives include; rehabilitation, restoration, and consolidation of tertiary education in Nigeria, including building physical infrastructure for teaching and learning, and training and developing academic staff. The mandate of the Fund as provided in Section 5(1) (a) to (g) of 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 and Higher Education Book Development Fund (Ogunode 2023).

The Tertiary Education Trust Fund (TETFund) was originally established as an Education Trust Fund (ETF) by Act No. 7 of 1993 as amended by Act No. 40 of 1998 (now repealed and replaced with Tertiary Education Trust Fund Act 2011). It is an intervention agency set up to provide supplementary support to all 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 (Tetfund, 2024). The Tertiary Education Trust Fund (TETFUND) main source of income available to the Fund is the two per cent education tax paid from the assessable profit of companies registered in Nigeria. The Federal Inland Revenue Services (FIRS) assesses and collects the tax on behalf of the Fund (Tetfund, 2024).

The funds are disbursed for the general improvement of education in federal and state tertiary education specifically for the provision or maintenance of: Essential physical infrastructure for teaching and learning; Instructional material and equipment; Research and publications; Academic staff training and development and Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher educational institutions. It is imperative to assess the impact of the Tertiary Education Trust Fund (TETFUND) on infrastructural facilities development in tertiary institutions in Nigeria.

### **Purpose of the Study**

The purpose of this study is to assess the impact of the Tertiary Education Trust Fund (TETFUND) on infrastructural facilities development in tertiary institutions in Nigeria.

### **Research Question**

To what extent has tertiary education trust fund (TETFUND) improved the infrastructural facilities in Tertiary Education in Nigeria?

### **Methods**

This study utilized the documentary research method, employing a Systematic Literature Review (SLR) approach following Triandini et al. (2019), and adapted Cooper's (1988) systematic procedure as cited in Harahap et al. (2021). It aimed to assess the extent to which the Tertiary Education Trust Fund (TETFUND) has enhanced infrastructural facilities in Nigerian tertiary education. A literature search using Google Scholar and Publish or Perish identified 20 relevant articles, from which 9 met inclusion criteria, focusing on the impact of TETFUND on infrastructure development. After sorting and reviewing, 3 articles were selected for detailed analysis, contributing insights into TETFUND's

role in improving infrastructure across Nigerian tertiary institutions (Adapted from Ogunode & Musa, 2024).

## Data Analysis

**Table:** Research Results on the Impact of Tertiary Education Trust Fund (TETFUND) on Infrastructure Facilities Development in Tertiary Institutions in Nigeria

Researcher and Year	Journal	Discussion result
Ogunode, N.J. (2023).	<i>AMERICAN Journal of Public Diplomacy and International Studies</i> 01, (05),78-85	The paper established a positive relationship between Tertiary Education Trust Fund (TETFUND) and infrastructure facilities development in tertiary institutions in Nigeria.
Kwashabawa, & Mustapha, 2023.	<i>European Journal of Contemporary Education and E-Learning</i> , 1(3), 91-102.	The study found that TETFund contributed to staff improvement through TETFund normal intervention by sponsoring local and international training for academic staff and sponsoring local seminars and conferences or workshops for academic and non-academic staff of Kebbi State higher institutions and TETFund contributed to the improvement of research and publication through normal intervention by sponsoring of journal publications and researches and book publications of higher institutions in Kebbi State.
Andrews, & Amah, n.d	<i>Shared Seasoned International Journal of Topical Issues</i> , 7 (2), 55-63.	The study concluded that TETFund contributes to the development of higher education in Nigeria. TETFund has been responsible for the distribution of intervention funds to the various public higher institutions in Nigeria. This includes the Universities, Polytechnics, Colleges of Education and other levels of education.
Echono 2022	Government document Abuja.	It was revealed that infrastructure has been given special attention because of its decay and collapse across public tertiary institutions in Nigeria. Careful observation will reveal that the Fund between January — October 2022 alone carried out and completed 607 infrastructural projects amounting to N26,722,833,189.97 across beneficiary institutions. These projects include the construction of senate buildings, lecture theatres, classrooms, hostels, offices, library buildings, laboratories, road network, power, fencing and procurement of equipment, amongst many others.
Isiaka, Nasiru, & Olushola, 2020	<i>Journal of Education and Learning (EduLearn)</i> , 14(2), 155~161	The study 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 at Lagos State University (LASU).
Eneasator, Azubuike, & Oko 2019	<i>American Journal of Creative Education</i> , 2(3): 149-160.	It was concluded in the study that the TETFund, as an education-friendly agency of the Federal Government of Nigeria has been helping a lot in funding tertiary education in Nigeria. In addition to the massive provision of critical teaching and learning infrastructure

		and facilities, TETFund is also actively involved in both academic and non-academic staff development in tertiary institutions. Many Nigerian academic staff members in higher institutions have benefitted from TETFund's sponsorship of assorted staff development programmes including in-service training for postgraduate degrees, locally and abroad, local and international conferences, workshops, and so on.
Ibrahim, 2017.	<i>European Journal of Education Studies</i> , 3(7), 799-816	The study disclosed that the National Research Fund was initiated as a result of the government's recognition of the indispensable role of research in national development. The sum of N3 billion was set aside as a seed grant and domiciled at TETFund. The sum of the N2 billion seed grant was dedicated to the Journal Publication of quality learning materials. So far, over 200 PhD theses have been reviewed and over 75 manuscripts received. In terms of Staff Conference Attendance, TETFund has sponsored over 20,359 academic and non-academic staff to local conferences while 2,869 attended conferences outside the country. The Fund also intervened in 84 academic Journal publications and 22 manuscript development.
Urdu and Kneed (2014)	<i>Journal of Sustainable Development: Published by Canadian Centre of Science and Education</i> , 7(4), 19-205.	The study revealed that TETFund intervention in government-owned tertiary institutions in Nigeria has positively affected the development of physical infrastructure which transformed to better job performance among academic and non-academic staff.
Udu & Nkwede, (2014).	<i>Journal of Sustainable Development</i> , 7,(4),191-205	The study concluded that TETFund has done handsomely well in the following areas; normal Intervention; library; research grant; academic staff training and development; publication of journals; manuscript development; and conference attendance. They further admitted that with TETFund interventions, Ebonyi State University College (EBSUC) has been able to experience a boost in infrastructural development; many academic staff have also received research grants; many have been sponsored to local and international seminars and conferences in addition to TETFund sponsored oversea training and retraining of academic staff as noted earlier. Indeed, TETFund Interventions have had some positive impact on the growth of Ebonyi State University and the implications of these for sustainable development are quite obvious.
Ugwuanyi (2014)		Education Tax Fund has helped in enhancing the educational development of Nigerian Tertiary Institutions. 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.

## **Findings**

The study discovered that Tertiary Education Trust Fund (TETFUND) has positively influenced the development of infrastructure facilities in the tertiary institutions in Nigeria. This implies that the various interventions of the Tertiary Education Trust Fund (TETFUND) in the infrastructure facilities development have assisted in the transformation of Nigerian tertiary institutions. The intervention of the Fund has led to an improved infrastructure facilities development that supports effective implementation of teaching, research, learning and provision of community service.

## **Discussion of findings**

The study's findings reveal that the Tertiary Education Trust Fund (TETFUND) has significantly enhanced infrastructure facilities within Nigerian tertiary institutions. This aligns with Echono's (2022) assertion that TETFUND has played a pivotal role in advancing infrastructure development across the country's universities. TETFUND's interventions have not only transformed infrastructure but also empowered stakeholders, echoing previous research emphasizing the political mandate to deliver empowering infrastructural projects (Ayeni, Sani, Idris, & Uzoigwe, 2019). Moreover, the establishment's impact extends to research centers, as noted by Idachaba (2024), who cited Mr. Sonny Echono stating that N1.45 trillion was disbursed from 2017 to 2024, primarily for infrastructure upgrades, teacher training, and research initiatives. This underscores TETFUND's substantial contribution to infrastructural development, enhancing the quality of teaching and learning experiences across diverse educational institutions in Nigeria.

## **Counselling Implications**

Counselling is concerned with providing a safe and confidential partnership between qualified practitioners and clients to promote mental health and wellbeing, enhance self-understanding, and resolve identified concerns. Since the importance of higher education as enunciated by the (Federal Government of Nigeria, 2006) is to produce quality education and confer degrees on their products who are worthy in character and learning to enable them assume leadership roles in the immediate and external society or communities, It implies that deliberate efforts must be made to promote sound mental health of students and staff to enhance the teaching and learning process and by so doing actualize the vision of the Federal Government.

At the heart of the Tertiary Education Trust Fund is the provision of funds to support tertiary Education scholarships and grants for staff to improve productivity and quality of higher education. The implication is that the Federal government has to establish functional counseling centers in all tertiary institutions of learning with a diverse team of psychologists, psychiatrists, nurses, clinical social workers and student clinicians who are dedicated to providing inclusive, compassionate and affirming care for staff, faculty and students. This could be achieved through, individual counseling, group therapy, workshops, psychiatric services, consultations and referrals so that the government can have value for the huge budgetary allocations expended annually on education. It is important to support students, staff and indeed the staff of all tertiary institutions community in terms of emotional, physical, mental, psychological health and well-being by providing a safe, confidential environment to help students accentuate their full potentials. This will enhance conducive teaching and learning environment that will not only foster job satisfaction but also encourage high academic achievement in the institutions. Counsellors could also provide personalized care to members of the tertiary institutions community (especially students), to help them function more effectively. This is because the clarification and resolution of personal problems often facilitate a person's ability to concentrate, increase clarity regarding academic direction, productivity, career choice, stability, and enhance relationships. Counseling services in schools could reduce fear, anxiety and stress associated with vocational, educational and personal-social challenges that keep escalating in our society.

## **Conclusion, Recommendations, and Implication for Guidance and Counselling for Sustainable Development of Tertiary Education in Nigeria**

Based on the findings of this study on the impact of the Tertiary Education Trust Fund (TETFUND) on infrastructural facilities in Nigerian tertiary education, it is evident that infrastructural facilities are indispensable for the effective functioning of higher education institutions. The study concludes that



TETFUND has played a crucial role in enhancing infrastructure development across Nigerian tertiary institutions. To sustain and further improve this impact, the following were recommended:

1. Increase Funding for TETFUND: The federal government should enhance funding for the Tertiary Education Trust Fund (TETFUND) to facilitate more extensive infrastructural development across Nigerian tertiary institutions.
2. Establish Functional Counselling Centres: It is recommended that all institutions prioritize the establishment and effective operation of counseling centers. These centers are crucial for promoting and maintaining sound mental health among students, faculty, and the entire university community.

These recommendations aim to support sustainable development in Nigerian tertiary education by ensuring both adequate infrastructure and essential mental health support systems.

These recommendations highlight the dual importance of infrastructure and mental health support systems in fostering a conducive learning environment and achieving sustainable development goals in Nigerian tertiary education.

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