



Accessing and Utilizing TETfund facilities for Infrastructural Development by Universities in Rivers and Bayelsa States

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ABSTRACT

The study focused on Accessing and utilizing TETfund facilities for infrastructural development by Universities in Rivers and Bayelsa States. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey design. The population of the study consisted of all the twenty five (25) directors of academic planning, directors of physical planning, all DVC academic, desk officers and directors of work in the universities concerned. The sample of the study is consisted of twenty five (25) respondents, 5 directors of work, 5 directors of academic planning, 5 directors of physical planning, 5 DVC academic and 5 desk officers. The researcher designed an instrument titled “Accessing and Utilizing TETfund facilities for infrastructural development by Universities in Rivers and Bayelsa States (AUTFFIDQ). Questionnaire (AUTFQ)”. The instrument was validated and the reliability coefficient of 0.82 was obtained using Crombach Alpha. The statistical method that was employed in analyzing the research questions is the mean, and standard deviation. One way analysis of variance (ANOVA) was used to analyze the hypotheses at 0.05 level of significance. The result showed that TETfund facilities are not easily accessed by universities in Rivers and Bayelsa states. TETfund facilities are utilized for infrastructural development. However, it was recommended that no particular tribe or ethnic group should be given priority in TETfund grant at the expense of other, Universities in Nigeria should also ensure that TETfund facilities are used for infrastructural development, and not for personal aggrandizement.

Keywords: TETfund, Infrastructural Development, Accessing, Utilizing, Universities.

INTRODUCTION

Education is generally accepted as a tool for promoting developmental strides such as socio-economic, political and cultural heritage of any given nation. Education has three stages, the primary, secondary or post primary and tertiary levels. Universities, polytechnics and colleges of education belong to the third level of education which is the tertiary. The tertiary education is needed to provide for acceleration of social change, economic stability and human development. Ibukum in Ogundu and Nwokoye (2016) noted that university education provides the much needed manpower for all spheres of human need. The Federal Government of Nigeria (2004) enumerated the expectations of university education as a contributor to national development through high level relevant manpower training to include:

1. Development and inculcation of proper values for the survival of the individual and the society.
2. Development of intellectual capacity of individuals to understand and appreciate their local and external environment:
3. Acquisition of both physical and intellectual skill which will enable individuals to be self-reliant and useful members of the society.

4. Promotion and encouragement of scholarship and community service, foreign and national unity, and promotion of national and international understanding and interaction.

However, in 1980's and beyond, the decay of all tiers of education was monumental. Facilities had almost collapsed; teachers' and lecturers' morale was at its lowest level. Enabling environment for conducive teaching and learning was absent. The administration of the former Head of state of Nigeria Ibrahim Babangida was conscious of the fact and took measures to arrest the situation. In the year 1990, precisely in December, the federal government constituted the Commission on the Review of Higher Education in Nigeria (the Grey Lange Commission) to Review the post independence Nigeria higher education after the Lord Ashby's commission of 1959 (TETfund, 2015). The Grey Commission recommended among others the funding of Nigerian higher institutions through earmarked 2% tax by the companies operating in Nigeria. The implementation committee under the chairmanship of Professor Olu O. Akinkugbe was constituted and agreement between the federal government and ASUU was signed on the 2nd September, 1992 on funding of tertiary institutions in Nigeria. Recent reports indicate that the Nigerian universities have made a great improvement in all ramifications especially in infrastructure. According to Owen in Michael (2015), the advent of the Tertiary Education Trust Fund (TETfund) over two decades ago, has rescued the Nigerian tertiary institutions from decay by effectively disbursing the 2% companies' fund in the areas that need urgent attention like the area of research, and development, academic research, library upgrade, publication of academic journals and training of academics both locally and internationally to shore up their capacities. Today our tertiary institutions can be ranked among the first 100 schools in Africa sourced, unlike what we had been experiencing in the past. (Source: <http://www.google.com>) Recently, TETfund organized a seminar for Nigerian universities during which it informed them that a lot of money was available for them to access but universities were not showing up, and that even the ones accessed had not been effectively utilized? One of the main reasons for the formation of TETfund is to ensure efficiency and effectiveness in our tertiary institutions through infrastructural development and sponsorship so that lecturers can develop themselves and be productive.

Statement of the Problem

The Act establishing the Tertiary Education Trust Fund (TETfund) in Nigerian educational system by the former Head of State Ibrahim Babangida has brought a lot of development and innovation in the school system, but a lot of things need to be done to foster stability in our tertiary institutions in Nigeria. There is still problem of low output and poor performance level of our university graduates. This is made manifest through the recent world 2015/2016 university ranking and the continental ranking in Umar (2016) where the first Nigerian University ranked 601 out of the world top 800 universities and 8th in Africa respectively. (Source: www.preminantiness.ng.com).

This goes to show the level of instability in our educational system. Apart from this, another problem confronting our educational system is the problem of accessing TETfund funds due to rigorous processes of regulating, administration and disbursement of monies from the fund under the act involved. This has contributed to general decay in human and material resources in Nigerian tertiary institutions. Indeed, the main purpose for establishing the Tertiary Education Trust Fund was for intervention purposes so as to provide supplementary support to all levels of public tertiary institutions with the aim of funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria.

The funds are disbursed for general improvement of education in federal and state tertiary educational institutions, specifically, for the provision or maintenance of essential physical infrastructures for teaching and learning, research and publications, academic staff training and development and other needs which the board of trustees might deem necessary and essential for the improvement and maintenance of standards in higher educational institutions. The question now is, are these funds accessed? If they are accessed by the institutions, are they available? And if they are available, are they underutilized or over utilized? Also the researcher is bothered to know how many lecturers are able to upgrade themselves in the knowledge industry according to their levels or ranks? All these are what the researcher sees as a constraint to our universities in Nigeria, and decided to carry out research on the Accessibility and utilization of TETfund in universities in Bayelsa/Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate the accessing and utilizing of TETFund by universities in Rivers and Bayelsa States. Specifically, the objectives of this study were to:

1. investigate the extent to which TETFund facilities are accessed by universities in Rivers and Bayelsa States:
2. investigate the extent to which TETFund facilities are utilized for infrastructural development to universities in Rivers and Bayelsa States:

Research Questions

1. To what extent is TETFund accessible to universities in Rivers and Bayelsa States?
2. To what extent is TETFund utilized for infrastructural development by universities in Rivers and Bayelsa State?

Hypotheses

The following hypotheses were tested at 0.05 alpha level to guide this study.

- H₁: There is no significant difference between the mean response of director of academic planning, DVC academic, director of physical planning, desk officers and director of works of Federal universities and state universities in Rivers and Bayelsa States in respect of accessibility and utilization of TETFund
- H₂: There is no significant difference between the mean response of director of physical planning, DVC academics, director of academic planning, director of works and desk officers in federal universities and state universities in Rivers and Bayelsa States in respect of utilization of TETFund for infrastructural development.

METHODOLOGY

The study adopted a descriptive survey design. The population of the study consisted of all the twenty five (25) respondents, it includes 5 directors of work, 5 directors of academic planning, 5 directors of physical planning, 5 desk officers and 5 DVC academics in the five tertiary institutions in Rivers and Bayelsa States. The sample of the study consisted of twenty five (25) respondents which included 5 directors of academic planning, 5 directors of physical planning, 5 directors of work and 5 desk officers in universities in Rivers and Beyalsal States. The population of the study was used as sample size because the population of the study is small. The researcher designed an instrument titled "Accessing and Utilizing TETFund facilities for infrastructural Development by universities in Rivers and Bayelsa States (AUTFFIDQ)" a total of 25 copies of questionnaire were administered and retrieved from the respondents. The reliability of the instrument was determined through a pilot test of five (5) respondents. The Cronbach Alpha Coefficient of 0.82 shows that the instrument was reliable for the study.

RESULTS

Research Question 1: *To what extent is TETFund accessible to Universities in Rivers and Bayelsa States?*

Table 1: Mean (\bar{x}) scores and standard deviation of directors of academic planning, DVC academic and directors of physical planning on the extent TETFund is accessible to Universities in Rivers and Bayelsa States?

n = 25

Items	DAP		DVCA		DPP		DO		DW		Total		Decision
	Mean	Std											
1 TETFund is easily accessible on request by universities	2.20	1.20	1.88	1.05	2.04	1.13	2.04	1.13	2.40	1.17	2.11	1.14	Low extent
2 TETFund is accessible on justification of need by universities.	2.16	1.17	2.00	1.11	2.20	1.19	1.88	1.09	1.84	1.06	2.02	1.12	Low extent
3 Universities are granted TETFund facilities based on thorough assessment.	1.96	1.17	1.92	1.03	2.04	1.17	1.96	1.13	1.96	1.17	1.97	1.13	Low extent
4 Universities are granted TETFund in order of priority.	2.24	1.20	2.00	1.15	2.24	1.23	1.84	1.06	2.20	1.19	2.10	1.17	Low extent
Total Grand Mean (\bar{x})	2.14	1.19	1.95	1.09	2.13	1.18	1.93	1.10	2.10	1.15	2.05	1.14	Low extent

Table 1 indicated that items number 1, 2, 3 and 4 had a grand mean score below 2.50, which is the criterion mean, which implies that TETFund is not easily accessible to Universities in Rivers and Bayelsa States. Drawing inference from the above scores, the result indicates that, TETFund is not easily accessible on request by Universities, TETFund is not accessible on justification of need by universities, universities are granted TETFund in order of priority. The total grand mean (2.05) is less than 2.50, thus the extent to which TETFund is accessible to Universities in Rivers and Bayelsa States is to a low extent.

Research Question 2: *To what extent is TETfund utilized for infrastructural developments by Universities in Rivers and Bayelsa States?*

Table 2: Mean (\bar{x}) scores and standard deviation of directors of academic planning, DVC academics, directors of physical planning, desk offices and directors of work on the extend TETfund is utilized for infrastructural developments by Universities in Rivers and Bayelsa States

N = 25

	Items	DAP		DVCA		DPP		DO		DW		Total		Decision
		Mean	Std											
9	TETfund is utilized for classroom lecture halls	2.84	1.14	2.84	1.17	3.12	1.01	2.84	1.17	2.88	1.12	2.90	1.12	High
10	TETfund is utilized for ICT facilities instructional technology development.	2.76	1.16	3.16	1.06	2.84	1.17	3.12	1.05	3.12	1.01	3.00	1.09	High
11	TETfund is utilized for recreational facilities.	2.88	1.12	2.80	1.19	2.80	1.19	3.24	0.96	2.88	1.12	2.92	1.12	High
12	TETfund is utilized for institutions main buildings and staff offices.	2.80	1.15	3.12	1.05	3.16	1.17	3.28	0.97	3.20	0.95	3.11	1.06	High
13	TETfund are utilized for instructional technology development.	2.80	1.19	2.88	1.12	2.92	1.07	2.80	1.19	2.96	1.13	2.87	1.14	High
14	TETfund are utilized for staff offices	3.08	1.07	3.36	0.99	3.24	0.96	3.08	1.07	2.92	1.07	3.14	1.03	High
	Total Grand mean (\bar{x})	2.86	1.14	3.03	1.10	3.01	1.10	3.06	1.07	2.99	1.07	2.99	1.09	High

Table 2 Indicated that all the items had mean scores above the criterion mean of 2.50 and the grand mean of (2.99) which implies that TETfund is utilized for infrastructural development by Universities in Rivers and Bayelsa States. Drawing inference from the above scores, the results indicate that TETfund is utilized for classrooms/lecture halls. TETfund is also utilized for ICT facilities

Hypothesis

H₀₁: There is no significant difference between the mean response of director of academic planning, DVC academic, director of physical planning, desk officers and director of works of Federal universities and state universities in Rivers and Bayelsa States in respect of accessibility and utilization of TETfund

ANOVA

TETfund Accessible

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.166	4	.041	2.062	.137
Within Groups	.301	15	.020		
Total	.467	19			

Source: Author's SPSS Version 21 Output, 2018

H₀₂: There is no significant difference between the mean response of director of physical planning, DVC academics, director of academic planning, director of works and desk officers in federal universities and state universities in Rivers and Bayelsa States in respect of utilization of TETFund for infrastructural development.

ANOVA

Utilized for infrastructural

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.142	4	.036	1.151	.356
Within Groups	.772	25	.031		
Total	.914	29			

Source: Author’s SPSS Version 21 Output, 2018

Summary of Findings

1. TETFund facilities are not easily accessed by Universities in Rivers and Bayelsa States due to rigorous processes that must be fulfilled by universities before they are granted TETFund facilities.
2. TETFund facilities are utilized for infrastructural development in Rivers and Bayelsa States.

DISCUSSION OF FINDINGS

The findings in research question 1 showed that there is a consensus among directors of academic planning, DVC academic, directors of work, Desk officers and directors of physical planning on the extent TETFund is accessible by Universities in Rivers and Bayelsa states. This means that TETFund is not easily accessible on request by universities; TETFund is not accessible on justification of need by universities. Universities are not granted TETFund facilities based on thorough assessment and they are not granted TETFund in order of priority. This is true because all the items have various means below the criterion mean value of 2.50 and therefore agreed that TETFund is not easily accessible to universities in Rivers and Bayelsa states. This is similar to findings with respect to research 1 (accessing TETFund Intervention funds). The D (Duncan test) test that led to the acceptance of hypothesis 1 states that there is no significant difference between the mean response of directors on the accessibility and utilization of TETFund by universities in Rivers and Bayelsa states.

To support the above, the TETFund intervention funds can only be accessed by guideline established by the board of trustees of the fund in line with its enabling Act. This provision made by the Act details every requirement that should be met in order to qualify as a beneficiary of the fund. (Source: <http://www.google.com>)

The findings in research question 2 showed agreement among directors of academic planning, DVC academic, directors of physical planning, Desk officers and directors of work on utilization of TETFund for infrastructural development by universities in Rivers and Bayelsa states. From the findings, it was concluded that TETFund is utilized for classroom lecture/halls, for ICT facilities, instructional technology development, for recreational facilities, institutional main buildings and staff offices.

This is because the items have various means above the criterion mean value of 2.50. Therefore, it is agreed that TETFund is utilized for infrastructural development of universities in Rivers and Bayelsa state. Also, the Duncan (D) Test that led to the acceptance of hypothesis 3 which states that there is no significant difference between the mean responses of directors on the extent TETFund is utilized for infrastructural developments by universities in Rivers and Bayelsa states.

In view of the above, the researcher found that some tertiary institutions in Nigeria are given some preferential treatment over others in terms of infrastructural development and award of scholarship to desiring lecturers in universities, polytechnics and monotechnics. The intervention fund was established

to aid and rescue all Nigerian public tertiary institutions from roth and decay, not to give undue advantage to some institutions because of political influence. Although, the Board of Trustees is also empowered under the Act to give due consideration to universities of each geopolitical zone in the disbursement and management of funds between various levels of education. What this means is that zones that are less privileged are also given due consideration to benefit from the intervention for transparency and equality of benefits and not for ethnic sentiment. Source: Guideline for Accessing TETFund National Research Fund (2014).

CONCLUSION

Based on the findings, the study concluded that accessing and utilizing TETFund facilities for infrastructural development in Nigeria universities will bring about great improvement in the university system.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Government should also ensure that no particular tribe or ethnic group is given priority in TETFund at the expense of others
2. Universities in Nigeria should also ensure that TETFund facilities should be used for infrastructural Development and not for personal aggrandizement

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