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## TETFUND APPLICATIONS IN INFRASTRUCTURAL DEVELOPMENT AND UNIVERSITY LEADERSHIP IN RIVERS STATE

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### ABSTRACT

The study delved into TETFUND Applications in Infrastructural Development and University Leadership in Rivers State. The study adopted a descriptive survey design. The descriptive design will seek the opinions of respondents who will serve as samples representatives of the study group on staff development. The population of the study comprised of 570 university leaders (HODs, Deans, Directors, Principal officers, Professors, Senior Lecturers), drawn from Ignatius Ajuru University of Education, Port Harcourt, and Rivers State University. A sample size of 382, which makes up 20% of the population, was randomly drawn from the named institutions. The instrument for data collection in this study was a self-structured questionnaire titled TETFUND application in infrastructural development and University leadership in Rivers State (TIIDRU). Items on the questionnaire were structured on a four point rating scale ranging of Strongly Agree (SD) 4 points, Agree (A) 3 point, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The instrument was given to the researcher's senior lecturers and professor in department of Educational Management of the University to make necessary correction and to validate the content of the instrument. The study adopted the Crumbach Alpha using SPSS version 23. The tested scores were correlated using the Crumbach Alpha at  $0.9331 > 0.71$  which showed that the instrument was highly reliable. Mean and standard deviation was employed to analyse the research questions. The hypotheses were tested using the T-test at the .05 significance level. Out of the 382 copies of the questionnaires distributed, 370 or 97% were duly completed and returned. The analysis was therefore based on the 370 returned questionnaires. The study found that there have been inadequate applications of TETFUND in university critical areas such as hostels, lecture halls, library, workshops and libraries and recommended for a refreshed trend of allowing redirecting and appropriating such funds to quality university infrastructure by university leaders.

**Keywords:** TETFUND applications, Infrastructural Development, University Leadership

### INTRODUCTION

Higher education remains strategic and pivotal to growth and development of any society. Through research, inventions, innovations and studies, education

at this level brings solutions to challenges nations face on their path to sustainability. It is against this backdrop that the Nigerian higher educational system was designed. The Tertiary Education Trust Fund (TETFund) was founded under the Education Tax Act No. 7 of 1993 as an intervention agency. However the Tertiary Education Trust Fund (Establishment, Etc.) Act, 2011 was used to replace the Education Tax Act Cap. E4, laws of the Federation of Nigeria, 2004 and Education Tax Fund Act No. 17, 2003 which consequently led to the establishment of the Tertiary Education Trust Fund vested with the obligation of disbursing, managing and monitoring the education tax to public tertiary institutions in Nigeria. Consequently to facilitate the attainment of the stated objective of TETFUND, the TETFund Act, 2011 subjects a 2 percent (2%) education tax on all declared profit of registered companies in Nigeria. Consequently the Federal Inland Revenue Service (FIRS) was vested with the responsibility by the Act to collect Education TAX (Nicholas, 2014). The fund is then disbursed to tertiary educational institutions in Nigeria. TETFUND also evaluates and monitors the projects implemented by beneficiary institutions.

### **Background**

The disbursement of the fund is mandated as provided in section 7 (1) (a) to (e) of the TETFund Act, 2011 which stipulates that TETFUND shall administer and disburse the amount in the fund to Federal and State tertiary educational institutions. The fund so disbursed is for the provision and maintenance of physical infrastructure; Academic Staff Training and Development, Research and publication; Instructional material and equipment; and other critical area of need which is considered by the opinion of the Board of Trustees as significant for the improvement and sustenance of educational standard in tertiary institution. (tetfund.gov.ng, 2014). This therefore imply that the cardinal objective of TETFUND was to provide additional funding to facilitate scholarship and grants to meet the educational need of tertiary institutions in Nigeria as well as ensure that those resources improves the productivity and quality of tertiary Education. The research therefore seek to investigate the impact of TETFUND (Eberhand, 2012).

## **LITERATURE REVIEW**

### **Theoretical Framework**

The study anchored its theory on the resource utility theory. This theory was propounded by Prahalad and Hamel in 1991. The resources based theory of the



firm blends concepts from organizational economics and strategic management (Barney, 1991) is a fundamental assumption that organizations can be successful if they gain and maintain competitive advantage (Porter, 1985). Competitive advantage is gained by implementing a value-creating strategy that competitors cannot, easily copy and sustain (Barney, 1991) and for which there are no ready substitutes. For competitive advantage to be gained, two conditions are needed. First, the resources available to competing firm must be variable among competitors, and second, these resources must be immobile (i.e. not easily obtained). Three types of resources associated with organizations are:

i. Physical (plant; technology and equipment; geographical location) ii. Human (employees' experience and knowledge); and Organizational (structure; systems for planning, monitoring, and controlling activities; social relations within the organization and between the organization and external constituencies). The Resource-Based theory is adopted for this study as a medium of sustaining financing of Nigerian tertiary institutions. This is because in Nigerian tertiary institutions are being under-funded in terms of budgetary allocation on operational costs and revenue generation. The study equally adopted management by objective theory. The theory adopted for the conduct of this study is Management by Objectives (MBO) propounded by Peter F. Drucker (1954). It is one of the prominent theories used in the field of management. This theory is renowned for its ability to guide any organization towards setting and achieving defined goals or objectives. Management by Objective (MBO) was developed by Peter Drucker and established on the premise that managers should avoid "the activity trap" that is, getting so involved in their day to day activities that they forget to adhere to principles regarding the sustenance of the reason why the organization was established. One of the focal point of Management by Objective was that instead of just a few top-managers taking the center stage on all organizational matters, all managers of sub-units should participate in the strategic planning process. This will help greatly in the implementation of organizational plan. Another idea behind Management by Objective was that managers should implement a range of performance systems which are designed to help the organization to function well. According to Drucker (1954), the principles guiding Management by Objectives are: Cascading of organizational goals and objectives

- \_ Specific objectives for each member
- \_ Participative decision making

- \_ Explicit time period
- \_ Performance evaluation and provide feedback

In the face of scarcity of resources in any organization, it is indeed appropriate for organizations to draw out their plans and ensure that these scarce resources are specifically targeted towards addressing the planned objectives. As earlier mentioned, resources in an organization could be financial, human or material. These resources are exhaustible and should therefore be used judiciously. However, for utility to be achieved, the objectives of the organization must be clear so that there could be a clear linkage between objectives and resources. Universities education in Nigeria has its role in a sustainable economy. However, the resources to meet this objective are scarce. This is where Management by Objectives becomes important in the achievement of such goals. It is important to state that universities ought to constantly focus on their objectives and ensure that all is done to achieve the needed goals. The university system is usually divided into various sub-units and headed by various heads. Each of these units has specific Faculty or Departmental objective(s) that is being pursued at any point in time. However, effort must be made to ensure that each of the Faculty or Departmental objectives harmonizes for the overall management of the university system.

Each Faculty or Department in the University must focus on attaining their goals. For example, the department of sciences may be focused on the training of science oriented students while those in the commercial department will be striving to raise graduates who will manage the commercial sectors of the economy. The research and development unit will focus on carrying out research that will contribute meaningfully to the society. Despite all the various objective(s) pursued by each of these units, they all combine in assisting the university to produce high level manpower for the economy. In this regards, the various departments though in pursuance of their various departmental objectives must similarly bear in mind the need for achieving the big objective which is the University's objective(s). Working with this ideology, the University of Aigbokan (2012), noted that they usually harmonize Faculty member's career and goal with Departmental and University objectives. In striving for the objective of the institution, effort needs to be made to ensure that the required resources are put in place to ensure the smooth execution of the universities objectives. Each unit therefore has to put their allocated



resources into use such that it will not just be used for the sustenance of the unit but must be geared towards the attainment of the university's objectives.

### **University Leadership**

The University leadership therefore has to work with clearly defined objectives such that it will be difficult for it to lose focus. In the same vein, all employees either at the administrative, Faculty or Departmental level must constantly move in line with the laid down objective(s). Any deviation from the above may cause the university to begin to major in the minor and minor in the major. "Management by Objectives is a comprehensive and democratic systemic management style which is work-centered and people-centered" (Ajayim 2004). The University system is a community comprising of different intellects with diverse ideologies on how to manage the institution. It is therefore appropriate that these various employees are made to harmonize their opinions in such a way that the organizational objective will not be undermined. Superiors and subordinate who have been accorded different level of responsibility and power should be made to work harmoniously for the common good of the institution which is achieving the University's goal. In the same way, educational managers at the Local, State or Federal level also have to collaborate with the internal managers of the University system to ensure the effective management of university system. "Goal is the desired results which one organization will achieve in a certain period of time in the future through efforts" (Akindutire, 2004). The effort of the different managers of the University system whether within or without, must focus on assisting the University to achieve her goals and avoid resource wastage.

### **The Concept of TETFUND**

From 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. Enabling environment for conducive teaching and learning was absent. The administration of President, Ibrahim Babangida mindful of the reality of the situation took measures to arrest the rot. In December 1990 the Federal Government constituted the Commission on the Review of Higher Education in Nigeria (the Gray Longe Commission) to review the post-independence Nigerian Higher Education after Lord Ashby's Commission of 1959 (Ederhard, 2012). The Longe Commission recommended among others the funding of higher education through earmarked tax to be borne by companies operating in Nigeria. An implementation committee under the chairmanship

of Professor Olu O. Akinkugbe was constituted to implement Grey Longe's Commission report recommendations also an Agreement was signed between the Federal Government and ASUU on the 3rd September, 1992 on funding of universities. In January 1993, the Education Tax Act No7 of 1993 was promulgated alongside other education related Decrees. The Decree imposed a 2% tax on the assessable profits of all companies in Nigeria. This was a home grown solution to address issues of funding to rehabilitate decaying infrastructure, restore the lost glory of education and confidence in the system as well as consolidate the gains thereto; build capacity of teachers and lecturers; teacher development; development of prototype designs; etc. The Education Tax Act of No7 of 1993 mandated the Fund to operate as an Intervention Fund to all levels of public education (Federal, State and Local). This mandate was faithfully discharged between 1999 to May 2011 when the ET Act was repealed and replaced by the Tertiary Education Trust Fund Act, due to lapses and challenges in operating the Education Trust Fund (FRN, 1993).

These lapses and challenges include:

- The ETF was overburdened and overstretched and could only render palliative support to all levels of public educational institutions in Nigeria;
- Duplication of functions and mandate of other Agencies set up after the ETF, such as Universal Basic Education (UBE) and Millennium Development Goal (MDG)
- The decay, rot and dilapidation of facilities issues in the tertiary education continued to be irritating as Funds are only thinly spread.

### **Lecture Halls**

The Cambridge University in the United Kingdom in 2011, on the advice of the school's finance committee, earmarked a total amount of £350 million for a period of two years for its capital plan (Attahiru, 2015). The funds were adequate and used for the construction of lecture halls and other facilities in the university, making students to learn in a conducive environment. Similarly, Gould (2012) reported that Kansas State University in the United States of America provided funds through budgetary allocations in 2011 for the construction of basic technology classrooms over a two-year timeframe. Each classroom consisting of common core technology costs \$11,000. That goal supported the university's initiative of enhancing facilities and infrastructure to meet evolving needs at a competitive level for conducive learning. University education in Africa has been reduced to the substandard in which



little or no learning is taking place, occasioned by lack of lecture halls, libraries and laboratories among others. University education of most African countries is in serious decline or deepening crises due largely to inadequate funding (Attahiru, 2004). In Rwanda, shortage of funds has resulted to a high shortage of classrooms and laboratories in Rwandan universities (The National University of Rwanda, 2010). This has affected the provision of lecture halls in most African universities. Bruce (2014) disclosed that 25 South African public universities were underfunded in 2014. Bruce noted with concern that the growth in university education was not commensurate with budgetary allocations, this meant that funding was not enough for infrastructural development such as lecture halls. This contributed to overcrowding in lecture halls in the sampled universities in South Africa.

In Nigeria, Eze and Ajayi (2015) conducted a study on management of diversification, achievements and challenges in relation to university education in Nigeria and found out that under-funding of education in Nigeria has affected every aspect of university life including provision of lecture halls. That Nigeria's budgetary allocations for university education seem not to show any serious attempt to move Nigerian universities forward. That the situation Nigerian universities find themselves have resulted in negative effect on a number of areas. Such areas according to the study is the dearth of lecture halls in Nigerian universities, that it is so high to the extent that some faculties adopt the principle of first come first serve irrespective of the courses allotted to a lecture hall. The study generalized Nigerian universities without taking cognizance of their peculiarities. Similarly, in a research conducted by Adebayo (2013) on the state of infrastructure in Nigerian higher institutions in 2012, it was revealed that 23.3 percent of infrastructural projects were abandoned, that the higher institutions can choose to abandon infrastructural projects such as lecture halls because the money for these projects may not be adequate. This means that if government does not release funds for a project, the project dies. While these studies generalized all higher institutions including Polytechnics and Colleges of education in Nigeria and limited its scope to only infrastructural development, this study will be limited to Federal universities only and will also consider the adequacy of budgetary allocations on the provision of lecture halls for undergraduate students. It is a fact that undergraduate students are enrolled without consideration to existing lecture halls. Since students are enrolled by universities management without considering existing lecture halls, it means that there is always pressure on the

available lecture halls. This is because students and lecturers are made to learn and teach under unsuitable conditions, making it difficult for proper learning and teaching to take place.

This concurs with Balami (2012) who reported that most university lecture halls are inadequate and they lack basic furniture, as students sit on bare floor or peep through windows to attend lectures. The report further stated that in some cases, over 1000 students are packed in lecture halls that are meant for less than 150 students. The report attributed this anomaly to poor funding of the university system. Another issue raised in the data is that budgetary allocations influence the provision of lecture halls for undergraduate students. This means that if budgetary allocations for lecture halls are increased, more lecture halls will be constructed. And if budgetary allocations for lecture halls are not adequate, it means that few lecture halls will be constructed. In most cases, none is constructed. This is in line with Bangura (2006) who revealed that the adequacy of budgetary allocations for the construction of lecture halls in universities, results to the provision of more lecture halls in universities. It was also established in this study that existing lecture halls are not adequate for students in universities and TETFUND has not been able to intervene adequately. This is because in most cases, student population far outweighs existing lecture halls in universities. Akebukola (2005) agreed with a disclosure that inadequate funding makes universities lecture halls not to have the capacities to accommodate the number of students they have, revealing that only about 30 percent of students' population have access to lecture halls in most cases.

### **University Libraries**

Over the years, universities worldwide are seen to be an important agent in the development of any nation. The teaching, learning, and research programmes are carried out by the universities in order to achieve national development. Such programmes provide the necessary highlevel manpower for the achievement of social, economic and political progress of nations. This laudable objective of the universities cannot be actualized without proper access to existing information which conventionally is provided by vibrant library. Libraries are often considered the most important organ of universities because students and researchers conducting research within any conceivable academic discipline rely heavily on the collection of university libraries which reflect a vast range of interests and formats (Bangura, 2004). The library as the





university's central organ, is supposed to be properly supported financially. Adequate funding should be considered a basic necessity for the effective development of academic libraries. In this respect, it must be recognized that funds are needed for the development of the library building, collection development, staff training, and provision of library infrastructure. But poor funding has affected university libraries as they do not receive direct grants; rather they share from their parent's organizations financial resources which come mainly from Government (Nicholas & Akanwa in Anafulu, 2006).

The effects of global economic depression and its inflation necessitated the Nigerian government's advice on all universities to generate their own revenue by annual incremental steps of 5% (Akindojutimi, Adewale, & Omotayo, 2010). In compliance with this advice, many universities have moved rapidly to establishing commercial outfits and ensure that revenue generating units such as bookshops, printing presses and publishing are self-financing. The amount of money realized through these sources as ascertained by Ayoola in Patrick (2009), is usually not sufficient to sustain the library's mandates and functions. This poor fund generation had made university library task to be ineffective (Anafulu, 2006). Concerned by this deteriorating situation of Nigerian university libraries, the Federal Government decided to set up the 'Education Tax Fund' (ETF). The Education Tax Fund was established in 1993 under Act No. 7 of 1993 as a Tax Fund and was amended by Act No. 40 of 1998 with the mandate of using funding with project management to improve the quality of higher education and library development in Nigeria (TETFund, 2011). This mandate was faithfully discharged until May 2011 when the ET Act was repealed and replaced by the Tertiary Education Trust Fund Act, due to lapses and challenges in operating the Education Trust Fund. According to the TETFund Act (2011), the funds are disbursed specifically for the provision or maintenance of: Essential physical infrastructure for teaching and learning; Institutional 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.

In an ideal situation, the intervention is supposed to be geared towards ensuring the funding of university's critical demands targeted in making available the needed information resources and e-collection for the development of the nation's university's libraries (Agunbiade, 2006). Also,

there is supposed to be sufficient budget for provision of essential physical infrastructure such as library furniture, library shelves, book racks and catalogue cabinet as well as renovation and construction of library building (Huler 2012). The research and publications funding is supposed to be regular with easy access to the funds by librarians to carry out researches in critical areas (Ajetomobi, 2006) and publish same for increased academic literatures that will support the development of the university libraries. The sponsorship of library staff to acquire higher training in relevant fields that will boost their knowledge of current trends in the profession is supposed to be timely in line with the emerging ICT innovations (Adanu, 2007). These ideal situations are essential for the improvement and maintenance of standards in the institutions library development. In recent time, the status in Rivers State university libraries had shown that there is poor and insufficient quantity of information resources therein (Ogundu & Nwokoye, 2013). Some of these university libraries do not have enough quantity of information resources to cater for their numerous users. There is also deficiency in number of library staff that had benefited in the staff development programmes of their respective universities (Orji & Sunny, 2010). This may be due to poor funding support. The physical infrastructures of most university libraries are not sufficient and not up to date with the current trends in providing library services (Rufai, 2012). The level of research and publications done by librarians and library staff in these university libraries are not either current or lacked adequate finance or sponsorship to enable them to be objective (Oduwole & Ikhizana, 2007). Based on the above assertions, there is need to determine TETFund intervention on the Development of University Libraries in Rivers State Nigeria. For a long time, Nigerian university libraries, and indeed libraries in the other sectors of education, have faced series of constraints in their service delivery efforts. These problems are largely due to poor economy, inadequate funding and misappropriation of funds meant for library services and development (Anafulu, 2006). The Government of the Federal Republic of Nigeria was worried by these developments which have always led to insufficient services and sometimes, non-provision of essential information materials. Thus, the federal government had to come up with intervention measures to make information materials available for research and teaching (TETFund Act, 2011). One of such measure according to Ajetomobi, (2004) was the Federal Government agreement with the Academic Staff Union of Universities (ASUU) in 1992, to increase the total University Library budgetary allocation to 10% of the recurrent allocation. Abubakar (2001) attest



that there has been no significant improvement in the services and the development of the libraries as economic inflation rendered it almost useless. This according to Ekoja (2003) was because, while in 1993 the average cost of a book from overseas was N50, today the average cost of such book is N8, 000. Also, Ekoja (2003) identified other three intervention measures by the Government. They were The World Bank Federal universities Development Sector Adjustment Credit, the Petroleum (Special) Trust Fund (PTF) National Educational Materials Procurement Programme and the Education Tax Fund (ETF). As a result of the growing concern of the constraints in developing university libraries, the Federal Ministry of Education, using the National University Commission (NUC), decided to work with the World Bank, to identify the problems and proffer solution(s). At the end, according to Balarabe (1995), an agreement was reached between Federal Ministry of Education, the World Bank, the NUC and the Committee of ViceChancellors of Federal Universities that a World Bank restructuring loan was desirable for the Federal Universities in order to address the shortage of books and journals; inadequacy of staff at the desired levels; maintenance of equipment; purchase of new equipment, spare parts, laboratory supplies; and provision of more academic space. Eventually according to Balarabe, the credit of \$120 million was approved which became effective on October 12, 1990. Of this amount, according to Ekoja (2003), 43%, i.e. \$51.6 million, was for the procurement of library books, journals, equipment, etc, the receipt of which began in 1993 by Federal University Libraries. Abubakar (2001) believed that, despite these resources committed for this exercise, the facility did not have required impact on the existing facilities, resources and services of the Universities before the arrangement was truncated in 2006. In the same vein, Balarabe stated that University Libraries under-utilized their allocations due to some technical problems associated with journal selection, subscription and Procurement. The most disturbed issue about the World Bank facility which was meant to last for three years as Ekoja (2003) puts it, was that, seven years into its existence, University Libraries only received the first of the three tranches they were to receive in three years.

Another intervention programme of the government was the Petroleum (Special) Trust Fund (PTF). The Petroleum (Special) Trust Fund (PTF) was established as an intervention organ to complement the federal government efforts in the provision of socio-economic projects and services vide Decree 25 of 1994 (PTF, 1998). The Fund had, among other programmes, the Educational

Materials Procurement Programme, which included the purchase of books for distribution to libraries of educational institutions. The beneficiaries of this programme included the 40 federal and state universities, three language centers and the National Mathematical Centre. These institutions received several thousands of volumes of books and stationery items through the National Universities Commission in December, 2000 and February, 2001 (NUC, 2001). Its impact according to Eberhard (2003) was to some extent, felt positively in terms of library development and other educational infrastructural developments. Like any other intervention agencies in Nigeria, the fund was scraped prematurely. ETF on the other hand, was established as an intervention measure to complement statutory allocations for education which were inadequate. It was established under the Education Tax Act No. 7 of 1993 and later amended by Act No. 40 of 1998. The Act imposes a tax obligation of 2% on the assessed profits of all companies registered in Nigeria. The proceeds of ETF are shared for university education (25%), polytechnic education, (12.5%), colleges of education (12.5%), secondary education (10%) and primary education (40%). As at 2001, ETF had netted ₦32 billion (US\$ 400 million) and from the year 2000 the Government had directed that 5% of all accruable ETF proceeds be allocated for library development and be specifically disbursed for that purpose (TETFund, 2015). The tax fund has among its objectives, to stimulate support and enhance improvement activities in educational foundation areas like teacher education, teaching practice, library collection development, library building, research and publication (Odusanya & Osinulu, 2004). Justifying these objectives, Ehikhamenor (2010) reported the positive impact of the Fund's intervention measures on collection development at University Libraries.

### **University Laboratories and Workshops**

There are various agencies in Nigeria that are responsible for managing the University education system. One of these agencies set up by the government to oversee the monitoring of the university system of education is the Tertiary Education Trust Fund (TETFund). TETFund came into existence in 2011 after it metamorphosed from the Education Trust Fund (ETF) which was established in 1993 (Ogunde, 2011). As an intervention agency, the institution has been responsible for ensuring that the objectives of the public tertiary institutions in the country are met through the provision of laboratories/workshops and other necessary facilities. Although a new agency; the TETFUNDs presence has been felt in virtually most of the Universities,



polytechnics and Colleges of Education in the country. The focus of this body is to ensure that the tertiary level of education in the country can compete favorably with other universities in the continent and around the world. 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. Although the agency also takes responsibility for the funding of other lower levels of education within the country, however, their major task has been in the area of distributing and monitoring fund among tertiary institutions in the country (Ogunde, 2011). The TETFund is an interventional measure of the Federal Government to tackle inadequate laboratories in our tertiary institutions (Nairaland, 2013). This is the major role which the agency has been playing over the years since it came into establishment in 2011. Various government agencies such as the Central Bank of Nigeria (CBN) and the Federal Inland Revenue Services (FIRS) release funds to the TETFUND as a channel for distributing same to the various tertiary institutions within the country. However, funds from the TETFund are usually made available only to public tertiary institutions in Nigeria. In an interview with the former Head of the Civil Service of the Federation, Professor Oladapo Afolabi, by Adeleye (2013), it was noted that the reason for having the TETFUND is actually to assist public tertiary education programme.

The TETFund therefore does not put into consideration the management of private tertiary institutions within the country. This on its part has led to much argument for the review of this trend. The mission of the body as spelt out is: To provide focused and transformative intervention in public tertiary institutions in Nigeria through funding and effective project management (SOURCE: TETFund website). TETFund through its activities has also seen to the management of other non-financial needs of the various levels of education in the country. TETFund also assist in the facilitation of projects. Project facilitation just like the funding function of the TETFund should be carried out with a zero exclusion ratio. That is, in monitoring and ensuring project execution, the TETFund should endeavor to monitor projects to the extent that such projects can make effective contribution to the administration of the university system where such projects are situated. Based on agreed criteria, the TETFund should ensure that the ratio of projects to teachers and/or students should be reasonable enough for efficient and effective teaching, learning, research and community development. Due to the

importance of facilities in the administration of tertiary education in the country, the quantity and quality of projects should be such that can contribute to the management of the education system. Students and teachers should be able to feel the impact of facilities made available in the benefiting institutions. It should not be mere lip service that facilities have been provided, but rather, the agency should ensure that such facilities are qualitative enough. The TETFund should be involved in assisting institutions facilitate projects that will be of benefit. This role can be carried out by collaborating with the National Universities Commission (NUC). This is to ensure that available facilities are able to cater for the programmes being run in these universities. Clear reports from our universities reveal beyond reasonable doubt that available facilities such as Classrooms, Laboratories, Workshops, Libraries, Office Spaces, Canteens and Common Rooms etc are grossly inadequate for both teachers and students. As such, when the word 'project facilitation' comes to the fore, any one project that the TETFund intends to execute should be such that its impact will be felt the university community. The essence of any project in the university environment is only achieved when it is able to add value to teaching, learning, research and community development and this should be the watch-word for the agency. Some of the institutions that have benefited from the TetFund in one way or the other are: Yaba college of Technology, University of Port Harcourt, Ahmadu Bello University, Zaria, Federal University of Agriculture, Abeokuta, Kano State University among others (TETFund website). The Tertiary Education Trust Fund (TETFund) has been intervening in the management of universities in Nigeria through a number of activities.

### **Application of TetFund in Hostels**

A hostel is a shelter for the students who come from far off places. Students live there with each other and learn the value of discipline and co-operation. The atmosphere of a hostel is conducive to study. Generally, hostels are situated close to school or college. Thus the teachers have direct watch and supervision over the students in the hostels. Further, it saves time of the students for study. The hostel life is a disciplined life. Life in a hostel is helpful to the students. It teaches them a sense of responsibility in matters of taking care of books, clothes and health. Students do all the works with their own hands. Thus they become self-dependent. They try to manage themselves with the money from their father. They try to adjust themselves with all kinds of situations. The students in hostel feel that they are not alone. The



superintendent of the hostel acts as the father of a family. The students adhere to a new routine life. They pay hostel dues and mess dues etc. in time. If the payment is delayed, they will be in trouble. Students have their study hour and meal hour in hostel. They do not get any scope to neglect their study. They are free from the worries of home. They devote themselves sincerely to their studies. A hostel is like a family of students with the superintendent as the head. Students develop a sense of friendship and fellow feeling. They read, play, dine and sit together. In hostel, students exchange their books. A student, thus, does not need to buy all the books. Further, reading in company is more helpful to them than reading alone (Nicholas, 2010). Student housing forms part of the facilities that students take into consideration before making a choice of the school they intend to attend among other considerations (Price et al., 2003) this therefore makes it imperative for schools to give student housing a top priority while enhancing the reputation of the school among other contemporaries. As noted by Douglas et al. (2006) schools the world over are in competition for local and internal students and as such efforts should be made to improve student satisfaction while curbing student dissatisfaction. With the world now a global village, demands by student for suitable housing has increased as housing forms part of students need to perform well in their academic exploits (Najib and Yusof, 2009; Khozaei et al., 2010; Hassanain, 2008; Najib and Yusof, 2010). The student housing is said to include facilities such as bedrooms which can serve the dual purpose of study and sleeping, bathrooms and toilets, kitchen, laundry, recreational areas and access to internet services as this further enhance the study-learning experience (FRN, 1993) on his part, stated that the student housing can be further made exciting by providing further facilities such as ATM machines, car park, mini markets, bookshops and cafeterias within the precinct of the student housing.

However, student housing in Nigeria has not received the desired attention both from the government and the management of the institutions as Ubong (2007) observed that hostel accommodation has not received adequate attention in Nigeria although it is an important component of pupil personnel management. He portrays that this might be due to the national indifference arising from the people being used to general poor performance of social services. As noted by Adewunmi, (2011) that in Nigeria, inadequate maintenance of the services and infrastructure of hostel accommodation is very common. There have been reported cases of students taking ill in the hostels as a result of poor sanitary conditions. Adequate screening of students

allocated to rooms are not carried out which sometimes pose a threat to the life and property of the other fellow students as criminals' find it easy to enter the hostel.

Several researches have been conducted by various researchers into student housing such as Alkandari (2007) in Kuwait in which students' perception of the residence hall was compared with the living environment, the result showed that students were satisfied with the housing facilities, Douglas et al. (2006) carried out a study on student satisfaction in the UK, student housing was just a fraction of the factors under consideration as emphasis was placed more on the teaching and administrative aspect of the school, Petruzzellis et al. (2006) on student satisfaction in Italian universities looked at the entire school system such as lecture halls, laboratories, library, scholarships and so on, it was not concentrated on the student housing, Abbasi et al. (2011) of students satisfaction in Pakistan also took a wholistic look at the school with student housing forming a fraction of factors under consideration. There is no much work done on measuring students' satisfaction with their housing units provided by the school as suggested by Amole (2009a, b) in his work, this research work therefore intends to fill the gap created by previous researchers as it looks into the hostel accommodation in a polytechnic environment since the polytechnic educational system is quite different from the university system as there is normally a break in between the study after the National Diploma (ND) before the students return for the Higher National Diploma (HND). In the Nigerian context, studies have been carried out by Amole (2009a, b) where residential satisfaction was measured based on the levels of environment, Adewunmi (2011) looked at Post Occupancy evaluation while Huler and Hayes(2009) considered the students learning environment and criteria considered for allocating hostel to students. In all these, only Amole (2009a, b) considered the students feelings as they stay in the on campus housing.

## **METHODOLOGY**

The study adopted a descriptive survey design. The descriptive design will seek the opinions of respondents who will serve as samples representatives of the study group on staff development. The population of the study comprised of 570 university leaders (HODs, Deans, Directors, Principal officers, Professors, Senior Lecturers), drawn from Ignatius Ajuru University of Education, Port Harcourt, and Rivers State University. A sample size of 382,





which makes up 20% of the population, was randomly drawn from the named institutions. The instrument for data collection in this study was a self-structured questionnaire titled TETFUND application in infrastructural development and University leadership in Rivers State (TIIDRU). Items on the questionnaire were structured on a four point rating scale ranging of Strongly Agree (SA) 4 points, Agree (A) 3 point, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The instrument was given to the researcher's senior lecturers and professor in department of Educational Management of the University to make necessary correction and to validate the content of the instrument. The study adopted the Crumbach Alpha using SPSS version 23. The tested scores were correlated using the Crumbach Alpha at  $0.9331 > 0.71$  which showed that the instrument was highly reliable. Mean and standard deviation was employed to analyse the research questions. The hypotheses were tested using the Pearson Product Correlation Coefficient (PPMC) at the .05 significance level.

### **Statement of the Problem**

Since the creation of the TETFUND in 2011, so many tertiary institutions (universities) have benefitted and yet it appears there are still infrastructural deficiencies in most of the universities despite collecting or accessing huge sums from the fund. The institutions still have power issues, infrastructural decay concerns which has impacted on the overall goals of the universities. It has also been noted that the process of accessing funds from TETFund is quite complicated thereby leading to delayed approval of funds for intervention projects. Also Section 7 (1) of the TETFund (Establishment, ETC) Act of 2011 provides for the disbursement of funds for projects outside the provision of infrastructure, instructional materials, research, publication, and academic staff training but its vested at the discretion of the board of trustees which makes it rather difficult and sometimes impossible. Other challenges faced by tertiary institutions lies with the maintenance of infrastructure which is given little attention by TETFUND. TETFund focuses more on the provision at the expense of given attention to the maintenance. Consequently many projects which require TETFUND maintenance intervention are being neglected in many tertiary institutions. Revelations are that this is actually the real state of many of the physical infrastructure funded by TETFund in many institutions. Consequently, the problem confronting the application of TETFUND in the provision of infrastructure in universities in Nigeria.

### **Purpose of the Study**

The study investigated TETFUND applications in infrastructural development and University Leadership in Rivers State; but with specific objectives on:

1. To determine various application of TETFUND funds in infrastructural development of universities in Rivers State.
2. To examine how TETFUND is applied in the construction and maintenance of students' hostels in universities in Rivers State.
3. To examine how TETFUND is applied in the construction and maintenance of lecture of universities in Rivers State.
4. To examine how TETFUND is applied in the construction and maintenance of laboratories/workshops in Rivers State.
5. To examine how TETFUND is applied in the construction and maintenance of Libraries of universities in Rivers State.

**Research Questions:** The following research questions guided this study:

1. What are the various applications of TETFUND funds in infrastructural development of universities in Rivers State?
1. How is TETFUND applied in the construction and maintenance of hostels in universities in Rivers State?
2. How is TETFUND applied in the construction and maintenance of lecture in universities in Rivers State?
3. How is TETFUND applied in the construction and maintenance of laboratories/workshops in universities in Rivers State?
4. How is TETFUND applied in the construction and maintenance of libraries in universities in Rivers State?

**Research Hypotheses:** The following research hypotheses will guided this study:

1. There is no significant difference between the applications of TETFUND in the construction and maintenance of hostels in the two universities in Rivers State.
1. There is no significant difference between TETFUND application in the construction and maintenance of lecture halls in the two universities in Rivers State.
2. There is no significant difference between TETFUND application in the construction and maintenance of laboratories/workshops in the two universities in Rivers State.



3. There is no significant difference between TETFUND application in the construction and maintenance of libraries in the two universities in Rivers State.

## RESULTS

Out of the 382 copies of the questionnaires distributed, 370 or 97% were duly completed and returned. The analysis was therefore based on the 370 returned questionnaires.

**Research Questions:** The research questions were answered using the mean and standard deviation at 2.5 mean criterion.

**Research Question 1:** What are the various applications of TETFUND funds in infrastructural development of universities in Rivers State?

*Table 1: Applications of TETFUND in infrastructural developments in Universities in Rivers State.*

s/n items	N	Mean	Std. Deviation	Remark
1. My university meet the requirements to access TETFUND annually	370	2.0351	1.05222	Disagreed
2. The infrastructures in my school are rated high	370	2.7270	1.30190	Agreed
3. My students and staff have access to adequate facilities for teaching and learning	370	2.1784	1.23436	Disagreed
4. My staff have benefitted from TETFUND interventions	370	2.61892	1.060842	Agreed
<b>Total</b>	<b>370</b>			

Table 1 shows in item 1 mean score of 2.0351 and SD 1.05222 which shows that the respondents disagreed that their university meet the requirements to access TETFUND annually. In item 2 mean score of 2.7270 and SD 1.30190 shows that the respondents agreed that the infrastructures in my school are rated high. In item 3 mean score of 2.1784 and SD 1.23436 proved that the respondents disagreed that their students and staff have access to adequate facilities for teaching and learning. In item 4 mean score of 2.61892 and SD 1.23436 showed that the respondents agreed that their staff have benefitted from TETFUND interventions.

**Research Question 2:** How is TETFUND applied in the construction and maintenance of hostels in universities in Rivers State?

*Table 2: TETFUND application on construction and maintenance of hostels in universities in Rivers State*

S/N ITEMS	N	Mean	Std. Deviation	Remark
5. My university has adequate hostel facilities to accommodate all	370	2.1027	1.15481	Disagreed
6. My university builds in maintenance cost in the construction of the hostels	370	1.1757	.38106	Disagreed
7. The hostels have medical facility and other health concerns	370	2.4595	1.23838	Disagreed
<b>Total</b>	<b>370</b>			

Table 2 shows in item 5 mean score of 2.1027 and SD 1.15481 which showed that the respondents disagreed that university has adequate hostel facilities to accommodate all. In item 6 mean score of 1.1757 and SD .38106 showed that the respondents disagreed that university builds in maintenance cost in the construction of the hostels. In item 7 mean score of 2.4595 and SD 1.23838 equally showed that the respondents disagreed that hostels have medical facility and other health concerns.

**Research Question 3:** How is TETFUND applied in the construction and maintenance of laboratories/workshops in universities in Rivers State?

*Table 3 TETFUND application in the construction and maintenance of labs/workshops in universities in Rivers State*

s/n Items	N	Mean	Std. Deviation	Remark
8. All the departments in my university have the required number of laboratories or workshops	370	1.9243	1.13563	Disagreed
9. Every laboratory/workshop facility are usually schedule for preventive maintenance	370	2.0189	1.19492	Disagreed
10. Repairs are only done on sudden breakdown	370	1.3730	.48425	Disagreed
11. The laboratories have the required tools and paraphernalia required in such labs	370	1.9297	1.22990	Disagreed
12. The laboratories/workshops furniture are complete and in usable state	370	1.2135	.41034	Disagreed



13. More laboratories/workshops are built as new departments are mapped out	370	2.6595	1.23838	Agreed
14. My school has laboratories that are equipped and maintained.	370	2.889	1.1785	Agreed
<b>Total</b>	<b>370</b>			

Table 3 shows in item 8 mean score of 1.9243 and SD 1.13563 which proves that the respondents disagreed that all the departments in my university have the required number of laboratories or workshops. In item 9 mean score of 2.0189 and SD 1.19492 showed that the respondents disagreed that every laboratory/workshop facility are usually scheduled for preventive maintenance. In item 10 mean score of 1.3730 and SD .48425 showed that the respondents disagreed that repairs are only done on sudden breakdown. In item 11 mean score of 1.9297 and SD 1.22990 indicate that the respondents disagreed that laboratories have the required tools and paraphernalia required in such labs. In item 12 mean score of 1.2135 and SD .41034 showed that the respondents equally disagreed that laboratories/workshops furniture are complete and in usable state. In item 13 mean score of 2.6595 and SD 1.23838 showed that the respondents agreed that more laboratories/workshops are built as new departments are mapped out and similarly in item 14 means score of 2.889 and SD 1.1785 showed that the respondents agreed that school has laboratories that are equipped and maintained.

**Research Question 4:** How is TETFUND applied in the construction and maintenance of lecture halls in universities in Rivers State?

Table 4 TETFUND application in the construction and maintenance of lecture halls in universities in Rivers State

s/n Items	N	Mean	Std. Deviation	Remark
15. My students do not stand during lectures	370	2.0189	1.19492	Disagreed
16. My students have their lecture time table intact not minding the number of students	370	1.4432	.67737	Disagreed
17. My students take examination the same time, no matter the level	370	1.8946	1.18355	Disagreed
18. Lecture halls are fully equipped with furniture and ventilating facilities.	370	1.3514	.71440	Disagreed

**Total** **370**

Table 4 shows in item 15 mean score of 2.0189 and SD 1.19492 which showed that the respondents disagreed that students do not stand during lecture. In item 16 mean score of 1.4432 and SD .67737 which showed that the respondents disagreed that students have their lecture time table intact not minding the number of students. In item 17 mean score of 1.8946 and SD 1.18355 showed that the respondents disagreed that students take examination the same time, no matter the level. In item 18 mean score of 1.3514 and SD .71440 showed that the respondents disagreed that Lecture halls are fully equipped with furniture and ventilating facilities.

**Research Question 5:** How is TETFUND applied in the construction and maintenance of libraries in universities in Rivers State?

Table 5: TETFUND application in the construction and maintenance of libraries in universities in Rivers State

s/n items	N	Mean	Std. Deviation	Remark
19. My university has e-library that is always ready for use by both staff and students	370	2.6595	1.23838	Agreed
20. My university library is fully updated with contemporary literature	370	1.9243	1.13563	Disagreed
21. My university library has sufficient furniture for all visitors	370	2.0351	1.05222	Disagreed
22. My university library is spacious to contain any number of visitors per time	370	2.7270	1.30190	Agreed
<b>Total</b>	<b>370</b>			

Table 5 above shows in item 19 mean score of 2.6595 and SD 1.23838 which showed that the respondents agreed that university has e-library that is always ready for use by both staff and students. In item 20 mean score of 1.9243 and SD 1.13563 showed that the respondents disagreed that university library is fully updated with contemporary literature. Equally in item 21 mean score of 2.0351 and SD 1.05222 showed that the respondents disagreed that university library has sufficient furniture for all visitors and in item 22 mean score of 2.7270



and SD 1.30190 showed that the respondents agreed that university library is spacious to contain any number of visitors per time.

**Testing of Hypothesis:** The hypotheses were tested using the t-test at .05 significance level.

**Hypothesis 1:** There is no significant difference between the applications of TETFUND in the construction and maintenance of hostels in the two universities in Rivers State.

*Table 6: Testing of hypothesis 1*

	T	Df	Sig. (2-tailed)	t-test for Equality of Means			
				Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
RSU	2.881	369	.000	3.72999	1.58386	.81343	7.04655
IAUE	2.845	273.813	.000	3.92999	1.60735	.76566	7.09432
<b>Total</b>			<b>.000</b>				

**Research Hypothesis 2:** There is no significant difference between TETFUND application in the construction and maintenance of lecture halls in the two universities in Rivers State

*Table 7: testing of hypothesis 2*

	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
						RSU	2.481
IAUE	2.445	273.813	.000	3.95999	1.60735	.76566	7.09432
<b>Total</b>			<b>.000</b>				

**Research Hypothesis 3:** There is no significant difference between TETFUND application in the construction and maintenance of laboratories/workshops in the two universities in Rivers State.

Table 8: Testing of hypothesis 3

T	Df	Sig. (2-tailed)	t-test for Equality of Means			
			Mean Difference	Std. Error	95% Confidence Interval of the Difference	

					Difference	Lower	Upper
RSU	2.481	369	.000	3.92891	1.58386	.81343	7.04655
IAUE	2.445	273.813	.000	3.92999	1.60735	.76566	7.09432
<b>Total</b>			<b>.000</b>				

**Research Hypothesis 4:** There is no significant difference between TETFUND application in the construction and maintenance of libraries in the two universities in Rivers State.

*Table 9: testing of hypothesis 4*

	T	Df	t-test for Equality of Means				
			Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
RSU	2.581	369	.000	3.92999	1.58386	.81343	7.04655
IAUE	2.445	273.813	.000	3.92999	1.60735	.76566	7.09432
<b>Total</b>			<b>.000</b>				

### Discussion of Findings

The table above shows with t-value of 2.881 and 2.845, with mean difference of .02 and p-value of .000 < .05 shows there is a significant difference the applications of TETFUND in the construction and maintenance of hostels in the two universities in Rivers State – Rivers State University and Ignatius Ajuru University of Education. The null hypothesis is therefore rejected. The stance of the respondents indicates that there is a difference in the way the two universities apply the TEFUND in the construction and maintenance of hostels in the two universities. Adewunmi et al. (2011) that in Nigeria, inadequate maintenance of the services and infrastructure of hostel accommodation is very common. There have been reported cases of students taking ill in the hostels as a result of poor sanitary conditions. Adequate screening of students allocated to rooms are not carried out which sometimes





pose a threat to the life and property of the other fellow students as criminals find it easy to enter the hostel.

Several researches have been conducted by various researchers into student housing such as Alkandari (2007) in Kuwait in which students' perception of the residence hall was compared with the living environment, the result showed that students were satisfied with the housing facilities, Douglas et al. (2006) carried out a study on student satisfaction in the UK, student housing was just a fraction of the factors under consideration as emphasis was placed more on the teaching and administrative aspect of the school, Petruzzellis et al. (2006) on student satisfaction in Italian universities looked at the entire school system such as lecture halls, laboratories, library, scholarships and so on, it was not concentrated on the student housing, Abbasi et al. (2011) of students satisfaction in Pakistan also took a wholistic look at the school with student housing forming a fraction of factors under consideration.

There is no much work done on measuring students' satisfaction with their housing units provided by the school as suggested by Amole (2009a, b) in his work, this research work therefore intends to fill the gap created by previous researchers as it looks into the hostel accommodation in a polytechnic environment since the polytechnic educational system is quite different from the university system as there is normally a break in between the study after the National Diploma (ND) before the students return for the Higher National Diploma (HND). In the Nigerian context, studies have been carried out by Amole (2009a, b) where residential satisfaction was measured based on the levels of environment, Adewunmi (2011) looked at Post Occupancy evaluation while Ojogwu and Alutu (2009) considered the students learning environment and criteria considered for allocating hostel to students. In all these, only Amole (2009a, b) considered the students feelings as they stay in the on campus housing. All of the postulations point to the fact that there have been different approaches by tertiary institutions in the application of TETFUND in the construction and maintenance of hostel accommodations for students. Table 4.2.2 above shows in hypothesis 2 t-value for RSU 2.481, LAUE 2.445, mean difference of 0.13 and p-value of  $.000 < .05$  indicating that there is a significant difference between TETFUND application in the construction and maintenance of lecture halls in the two universities in Rivers State. The null hypothesis is therefore rejected. The stance of the respondents is supported by Nkosi (2014) disclosed that 25 South

African public universities were underfunded in 2014. Nkosi noted with concern that the growth in university education was not commensurate with budgetary allocations, this meant that funding was not enough for infrastructural development such as lecture halls. This contributed to overcrowding in lecture halls in the sampled universities in South Africa.

In Nigeria, Wali and Ololube (2015) conducted a study on management of diversification, achievements and challenges in relation to university education in Nigeria and found out that under-funding of education in Nigeria has affected every aspect of university life including provision of lecture halls. That Nigeria's budgetary allocations for university education seem not to show any serious attempt to move Nigerian universities forward. That the situation Nigerian universities find themselves have resulted in negative effect on a number of areas. Such areas according to the study is the dearth of lecture halls in Nigerian universities, that it is so high to the extent that some faculties adopt the principle of first come first serve irrespective of the courses allotted to a lecture hall. The study generalized Nigerian universities without taking cognizance of their peculiarities. Similarly, in a research conducted by Adebayo (2013) on the state of infrastructure in Nigerian higher institutions in 2012, it was revealed that 23.3 percent of infrastructural projects were abandoned, that the higher institutions can choose to abandon infrastructural projects such as lecture halls because the money for these projects may not be adequate. This means that if government does not release funds for a project, the project dies. This implies that there are hardly any similar application of funds in the construction and maintenance of lecture halls because of the disparity in accessing of the funds. Table 4.2.3 above shows in hypothesis 3 t-value of 2.481 for RSU and 2.445 for LAUE, mean difference of 0.58 and p-value of  $.000 < .05$  which implies that there is a significant difference between TETFUND application in the construction and maintenance of laboratories and workshops in the two universities in Rivers State. The position of the respondents indicates that the application of TETFUND in the construction and maintenance of laboratories and workshops in the two universities differ. The null hypothesis is therefore rejected. The stance of the respondents is buttressed by Ogunleye (1993) The TETFund is an interventional measure of the Federal Government to tackle inadequate laboratories in our tertiary institutions (Nairaland, 2013). This is the major role which the agency has been playing over the years since it came into establishment in 2011. Various government agencies such as the Central Bank of Nigeria (CBN) and the



Federal Inland Revenue Services (FIRS) release funds to the TETFUND as a channel for distributing same to the various tertiary institutions within the country. However, funds from the TETFund are usually made available only to public tertiary institutions in Nigeria. In an interview with the former Head of the Civil Service of the Federation, Professor Oladapo Afolabi, by Adeleye (2013), it was noted that the reason for having the TETFUND is actually to assist public tertiary education programme.

The TETFund therefore does not put into consideration the management of private tertiary institutions within the country. This on its part has led to much argument for the review of this trend. The mission of the body as spelt out is: To provide focused and transformative intervention in public tertiary institutions in Nigeria through funding and effective project management (TETFund website). TETFund through its activities has also seen to the management of other non-financial needs of the various levels of education in the country. TETFund also assist in the facilitation of projects. Project facilitation just like the funding function of the TETFund should be carried out with a zero exclusion ratio. That is, in monitoring and ensuring project execution, the TETFund should endeavor to monitor projects to the extent that such projects can make effective contribution to the administration of the university system where such projects are situated. Based on agreed criteria, the TETFund should ensure that the ratio of projects to teachers and/or students should be reasonable enough for efficient and effective teaching, learning, research and community development. Due to the importance of facilities in the administration of tertiary education in the country, the quantity and quality of projects should be such that can contribute to the management of the education system. Students and teachers should be able to feel the impact of facilities made available in the benefiting institutions. It should not be mere lips service that facilities have been provided, but rather, the agency should ensure that such facilities are qualitative enough. This therefore infers that different institutions may have different accessing capacities to raise laboratories and workshops in the universities. Table 4.2.4 shows in hypothesis 4 t-value of 2.581 for RSU and t-value of 2.445 for LAUE, mean difference of 0.8 and p-value of  $.000 < .05$  which implies that there is a significant difference in the construction and maintenance of libraries in the two universities in Rivers State. The position of the respondents shows that the two universities applies the TETFUND differently in the construction of university libraries. The null hypothesis is therefore rejected. The position of

the respondents is buttressed by Ayoola in Patrick (2009), is usually not sufficient to sustain the library's mandates and functions. This poor fund generation had made university library task to be ineffective (Anafulu, 2006). Concerned by this deteriorating situation of Nigerian university libraries, the Federal Government decided to set up the 'Education Tax Fund' (ETF). The Education Tax Fund was established in 1993 under Act No. 7 of 1993 as a Tax Fund and was amended by Act No. 40 of 1998 with the mandate of using funding with project management to improve the quality of higher education and library development in Nigeria (TETFund, 2011). This mandate was faithfully discharged until May 2011 when the ET Act was repealed and replaced by the Tertiary Education Trust Fund Act, due to lapses and challenges in operating the Education Trust Fund. According to the TETFund Act (2011), the funds are disbursed specifically for the provision or maintenance of: Essential physical infrastructure for teaching and learning; Institutional 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. In an ideal situation, the intervention is supposed to be geared towards ensuring the funding of university's critical demands targeted in making available the needed information resources and e-collection for the development of the nations university's libraries (Agunbiade, 2006). Also, there is supposed to be sufficient budget for provision of essential physical infrastructure such as library furniture, library shelves, book racks and catalogue cabinet as well as renovation and construction of library building (Abubakar in Bamiro, 2012). The research and publications funding is supposed to be regular with easy access to the funds by librarians to carry out researches in critical areas (Anafulu, 2006) and publish same for increased academic literatures that will support the development of the university libraries. The sponsorship of library staff to acquire higher training in relevant fields that will boost their knowledge of current trends in the profession is supposed to be timely in line with the emerging ICT innovations (Adanu, 2007). These ideal situations are essential for the improvement and maintenance of standards in the institutions library development.

## CONCLUSION

The study delved into application of TETFUND by the universities in Rivers State with special focus on lecture halls, hostels for students, libraries and



laboratories and workshops. These are the pillars of university infrastructure in the student based analysis. There is need to harness the TETFUND basically for the need of students. It is targeted at graduating and functional graduates. The need for hostels arises from the fact that students are to be accommodation within the university campus to allow for full concentration in studies. Lecture halls should be developed in the sense that students are not allowed to stand while lecturers are going on and thereby loosing attention span. Workshops and laboratories are for practical and vocational orientation of the students while the libraries serve as the information bank of the university, where students obtain literature of different shades to carry out their academic activities effectively.

## RECOMMENDATIONS

Based on the findings the following recommendations have been reached:

1. University managements should endeavour to access TETFunds for construction and maintenance of lecture halls for students to learn in a conducive environment.
2. University administrators should utilize funds meant from TEFfund to construct hostels for students.
3. The university managements in Rivers State should always access TETFund for construct equip university libraries so that students will access qualitative and quantitative literature for their academic activities.
4. Universities should also access TETFund to build workshops and laboratories to have functional and practical oriented graduates.

## Operation Definition of Terms

1. The following terms have been defined to guide the study:
2. **TETFUND:** 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. TETFUND scheme was formed as a product of the Education Tax Act of 1993.
3. **Interventions:** An action of intervening to forestall depreciation.
4. **Infrastructure Development:** facilities and systems serving an institution, including the services and facilities necessary for its economy to function.
5. **University Leadership:** Administrators or principal officers in in the two universities in Rivers State, namely Ignatius Ajuru University of Education and Rivers State University.

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