

TETFUND Intervention and Physical Infrastructure in Selected Universities in North Central Nigeria (2018-2024)

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Abstract

Nigeria's tertiary institutions are in a state of advanced decay, with most of the teaching staff leaving the country for higher degrees abroad. Inadequate funding has resulted in poor infrastructural facilities. Teaching and learning facilities, library, research and publication facilities are in short supply. To salvage this situation, the Federal Government of Nigeria formulated a policy to intervene in the development of tertiary institutions through the Tertiary Education Trust Fund (TETFUND). The Tertiary Education Trust Fund (TETFUND) served as an interventionist agency. This study aimed to assess the impact of TETFund interventions on the provision of physical infrastructures in selected universities in North-Central Nigeria. The study used a descriptive survey design. The population consisted of staff and management of three selected Universities in North-Central Nigeria. A well-structured questionnaire was used as an instrument for data collection. The data analysis was done using a frequency table and simple percentages, and the hypotheses were tested using Chi-Square statistic. The findings revealed that TETFund had intervened in constructing and furnishing academic staff offices, providing chairs and tables, building academic research centres of excellence, and constructing and renovating classrooms and lecture theatres in North Central universities. It was recommended that the federal government should increase funding of TETFund to enable it expand its scope of interventions in the development of physical infrastructures in North-Central universities in Nigeria.

Keywords: Tertiary education trust fund, intervention, physical infrastructures, universities, North Central, Nigeria.

Introduction

Education remains the bedrock of national development, contributing to a country's social, economic, and political progress. Education, especially university education, provides tools that enable people with knowledge, skills and competence to make meaningful contributions to the development of any society. In Nigeria and every other developing nation, universities are veritable tools for the realisation of national development and the promotion of basic research. As

such, they are seen as the most powerful and critical success factor for individuals and society. For them to effectively and efficiently perform their roles, there must be adequate funding for development. Funding universities and other institutions throughout the world has witnessed dramatic changes in the last decades of the 20th and the first decades of the 21st century. These changes are responses to the worldwide phenomenon of rising cost of tertiary education (universities) above the corresponding rates of increase of available revenue. Many countries are reeling under the financial pressure associated with fulfilling critical government responsibilities in security, health, transportation, administration and the financing of early childhood, primary, secondary education, as well as university education. Consequently, while there is recognition of the need to expand tertiary education enrolments and provide additional support for the research that is only likely to emerge from tertiary education (the university system in particular), many governments are facing extreme problems in financing their tertiary educational system. The liberalisation of the establishment of the universities is not just to facilitate access, but it is a response to the country's desire to be integrated into the modern knowledge economy. This development increased enrolment, but without adequate planning. There has been a downward trend in the funding of universities in the country since then, such that funds released to them by the government are always inadequate.

The Nigerian government's priority for universities, in terms of funding, has declined and has affected the universities in the effective and efficient performance of their duties, particularly the traditional roles of teaching and research. Afolayan (2015) points out that Nigerian tertiary institutions are in a state of advanced decay, with most of the teaching staff leaving the country for higher degrees abroad. Inadequate funding has resulted in poor infrastructural facilities. Teaching and learning facilities, library, and research and publication facilities are in short supply. According to Onokerrhoraye (2015), a major constraint to attaining academic excellence in Nigerian tertiary institutions is financial constraint, which makes many academics and non-academics work under difficult circumstances. Inadequate funding is the most critical challenge that has threatened the attainment of good quality university education for sustainable development. Over time, this has become a matter of concern to all education stakeholders in the country, including the federal government.

To salvage this situation, the Federal Government of Nigeria brought into being the policy to intervene in the development of tertiary institutions through the Tertiary Education Trust Fund (TETFUND) (Ndaeyo et al., 2025).

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 educational 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 utilisation of the initial 2% and now 2.5% Education Tax paid by all registered companies operating in Nigeria (Gadanga et al., 2021). According to Echono (2022), this tax is allocated on an annual basis to public universities, polytechnics and colleges of education in a ratio of 2:1:1. 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 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. The purpose of this study is to assess the impact of the Tertiary Education Trust Fund (TETFUND) on physical infrastructure development in some selected universities in North Central, Nigeria.

Research Hypothesis

Ho: TETFund interventions have no significant effect on physical infrastructure development in selected universities in north central Nigeria

Conceptual Explanations

Tertiary Education Trust Fund (TETFund)

Tertiary Education Trust Fund (TETFund) is a body set up by the Federal Government of Nigeria ostensibly to arrest the rot and deterioration in the educational infrastructure occasioned by a long period of neglect and very poor resource allocation. TETFund interventions are anchored on the following areas: physical infrastructure; library intervention; research grant; academic staff training & development; publication of journal; manuscript development; and conference attendance. Tertiary Education Trust Fund, formerly Education Trust Fund (ETF), was established as an Intervention Agency by the Education Tax Act No. 7 of 1993 (and amended in 1998). This law empowered the then ETF to intervene at all levels of education (primary, secondary and tertiary) in public institutions. In 2011, the ETF was renamed TETFund by the ETF Act No. 16 and refocused to intervene in only public tertiary institutions (universities, polytechnics and colleges of education) for maximum impact (Ogunode & Ade, 2023).

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, polytechnics, and colleges of education, as defined in its Act (Ogunode et al., 2023). However, other tertiary institutions in Nigeria, such as monotechnics, specialised institutes (public and private), agriculture, and cooperative colleges, do not benefit from TETFUND interventions. 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's 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).

Emphasising the importance of TETFund intervention to the educational Sector, Ogunde (2011) affirms that TETFund Intervention is the fund given to institutions that cover the post-secondary section of the national education system. However, the provision of Infrastructural development in Tertiary institutions in Nigeria by only TETFund cannot resolve the infrastructural development in the tertiary institutions. Ayeni & Adeleye. (2013) opined that the reason for having the TETFUND is actually to assist public tertiary education programmes. The TETFund, therefore, does not take into consideration the management of private tertiary institutions within the country. This has led to much argument for the review of this trend.

Physical Infrastructure

Physical infrastructure is considered social capital essential for the implementation of teaching, research, and learning in educational institutions (Adams et al., 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). 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 (Akin-Ibidiran et al., 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 et al. (2021), further underscore the critical need for robust infrastructure to support modern educational practices and ensure equitable access to quality education.

According to Law Insider Dictionary (2023), 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, physical infrastructure plays 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.

TETFund Interventions and Physical Infrastructure

The purpose of the teaching and learning process is to bring about desirable change in the learner's behaviour through critical thinking. The processes do not take place in a vacuum but rather in an environment structured to facilitate learning.

Ogunode (2023) in his study established a positive relationship between the Tertiary Education Trust Fund (TETFUND) and the development of infrastructure facilities in tertiary institutions in Nigeria. Ogunode et al. (2021) examined the roles of the Tertiary Education Trust Fund (TETFUND) in the development of tertiary institutions in Nigeria and the various challenges militating against the effectiveness of the fund. The study revealed that the major roles of Tertiary Education Trust Fund (TETFUND) in the Nigerian tertiary institutions include infrastructure facilities development, research development and staff training programme. The study also identified inadequate funding, shortage of personnel, inadequate transportation facilities, insecurity, abscondment of sponsored academic staff, poor retirement from institutions and Naira depreciation as some of the challenges militating against the effectiveness of the Fund.

Isiaka et al. (2020) noted that Tetfund intervention towards the transformation of academic staff at Lagos State University was positive in the sense that Tetfund intervention contributed majorly to the provision of infrastructure for effective teaching and learning at Lagos State University (LASU). Infrastructure has been given special attention because of its decay and collapse across public tertiary institutions in Nigeria. Careful observation reveals that the Fund, between January and October 2022, 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 (Echono, 2022).

Ogunode & Agbor (2023) noted that to address challenges facing public institutions, the Tertiary Education Trust Fund (TETFund), since its establishment, has been carrying out lots of interventions in various tertiary institutions across Nigeria, especially in the area of infrastructure facilities provision. According to Eneasator et al. (2019), 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 benefited from TETFund's sponsorship of assorted staff development programmes, including in-service training for postgraduate degrees, locally and abroad, local and international conferences, workshops, etc. TETFund intervention in government-owned tertiary institutions in Nigeria has positively affected the development of physical infrastructure, which has led to better job performance among academic and non-academic staff.

Udu & Nkwede (2014), in their study, concluded that TETFund has done very 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. Tetfund 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 (Ugwuanyi, 2014).

Ulrich, & Fabrice-Gilles (2021) revealed that the construction of the generator room, procurement of a 500-KVA generator set and entrepreneurship equipment were executed through the Year 2013 Take-off Grant. Also, large and medium capacity lecture rooms, the medical centre building, the entrepreneurship centre building, and the Faculty of Social & Management Sciences were all executed under the Year 2013 take-off intervention grant from TETFund. For the Years 2014 to 2016, interventions in physical infrastructure included: laboratories and lecture rooms; generator room for 100-kva generator-set dedicated for the completed multi-purpose hall building, air conditioners and generator, multi-purpose hall; Faculty of Humanities & Education Building and Information and Communication Technology (ICT) Centre were all put in place. Others are: Faculty of Science building, male students' hostel and female students' hostel executed under the

presidential prototype intervention projects Phase II, as well as laboratory blocks and lecture rooms were all executed through TETFund intervention.

Theoretical Review

This study is anchored on the Resource Dependency Theory (RDT), first propounded by Pfeffer & Salanick (1978). The major argument of the theory is that organisations depend on resources and that these resources ultimately originate from an organisation's environment. The theory also stipulates that the environment contains other organisations and that the resources one organisation needs are often in the hands of other organisations. Since resources are a basis of power, legally independent organisations can therefore depend on each other and power and resource dependence are directly linked (Hillman et al., 2009).

There is no doubt that tertiary institutions, as forms of organisations, depend on resources that originate from their environment. By deduction, public tertiary institutions in Nigeria need huge resources and depend on the government and other sources for these resources and these resources, in turn, are sourced by TETFund from the 2 per cent contributions by companies in Nigeria. Significantly, the Resource Dependency Theory submits that there are other organisations in the larger environment, and these organisations compete for the same resources. The point is apt because different public tertiary institutions – including universities, polytechnics, and colleges of education do compete for TETFund resources or funding. The organisations that control resources exert power in the environment. The powers are often expressed in terms of budgets and resource allocations.

The Resources Dependency Theory provides a framework that helps us to examine the dependence of public tertiary institutions on TETFund for funding and the impact of TETFund on physical infrastructure in North Central Universities.

Empirical Review

The impact of TETFund on the development of universities in Nigeria has been studied in the extant literature, as evidenced by the availability of empirical studies. Suleiman & Musa (2024) examined the effect of Tertiary Education Trust Fund TETFund interventions on the infrastructure and library development in selected Universities in North-West, Nigeria. The study adopted a survey research design, with primary data collection through questionnaires and interviews with documentary evidence. Simple regression analysis was used in analysing the data with the aid of the Statistical Package for Social Science (SPSS). Findings from the study revealed that there is a significant positive relationship between TETFund and the infrastructural development of the Universities in the North-West. There is also a significant positive relationship between TETFund and library development of the Universities in the North-west. The study recommended that TETFund should increase the level of intervention in infrastructure to Universities in the North West, to increase institutional development that will create an enabling environment for learning and research and create enough room to cater for library development projects among the various Universities in the North West.

Anachuna et al. (2024) studied the Tertiary Education Trust Fund's (TETFund) intervention in physical infrastructural development and financial resources generation in Public Universities in South East, Nigeria. The study adopted a descriptive survey design. The population of the study comprised all 231 staff from the five (5) federal universities in South East, Nigeria. This consisted of 16 staff in TETFund offices and 215 Heads of Departments in the five federal universities selected purposively. The instrument used for data collection was a researcher-developed questionnaire. In analysing the data, mean scores and standard deviation were used to answer the

research questions. The t-test was used to test the hypotheses at a 0.05 level of significance. The findings revealed, among others, that the TETFund intervention had a significant impact on physical infrastructural development in federal universities in South East, Nigeria. Based on the findings, it was recommended that TETFund should improve its intervention in providing physical infrastructural facilities towards ensuring qualitative university education in public universities in the South East, Nigeria. The study is relevant to the present research in terms of variables, but the scholars failed to assess the impact of TETFund on the development of ICT, which is captured in this research.

Ofem et al. (2024) evaluated the Tertiary Education Trust Fund Intervention and Administration across Universities in South-South Nigeria (2011–2018). The results of the analysis showed that the total allocated funds allocated to the six universities was in the region of ₦31,657.600.000 with an average of ₦3,957.200.000. The result further revealed that the University of Calabar got the highest total allocated funds of ₦4,826,560.000, followed by the University of Port-Harcourt with ₦4,749,560.000. Niger Delta University, the University of Benin, the University of Uyo, and Delta State University got a uniform total allocation of ₦5,520.380.000 each. In light of the data, it was indicated, amid other things, that with the avalanche of monetary allocation having cascaded across essential physical infrastructure, successive interventions should give priority to research and publication as well as academic staff training and development intervention lines.

Nduagu & Saidu (2021) assessed the influence of TETFund interventions on staff and infrastructural development for improving the quality of tertiary education in Abia State, Nigeria. A cross-sectional survey design was used and a sample of 365 staff were selected from a population of 6280 in four public tertiary institutions in Abia State that accessed TETFund interventions. A self-designed questionnaire tagged “TETFund Intervention on Staff and Infrastructure Development for Improving Tertiary Education Questionnaire” (TISIDIQEQ) was used. The study used Analysis of Variance (ANOVA) at a 0.05 level of significance. The findings showed that there was a positive significant influence of TETFund intervention on staff and infrastructure development, which led to improvement in the quality of tertiary education in Abia State. The study recommended a scale-up of staff development locally and overseas and that the benefiting institutions should put necessary measures in place to enable easy access to interventions provided for infrastructural development in tertiary institutions in Abia State, Nigeria. The relevance of this study lies in the fact that it was on TETFund interventions on the development of staff and infrastructures, but while ANOVA was employed, this research used Chi-Square statistics.

Agha & Udu (2019) studied the influence of TETFund involvement on quality and applicable instructional research from 2010 to 2015. Their study particularly focused on the influence of the Tertiary Education Trust Fund involvement on sufficient pertinent research development in tertiary educational institutions in Nigeria, with a particular interest in the southeast geopolitical zone of Nigeria. The study adopted a descriptive survey research design. A sample size of 481 was drawn from the population. The formulated hypothesis was tested using ANOVA at the 0.05 level of significance. The results of the tested hypothesis revealed that the Tertiary Education Trust Fund's involvement had no significant influence on the quality and relevance of research by employees of government-owned universities in the south-east geopolitical zone of Nigeria. The study recommended, among others, that the affected educational institutions should apply their efforts toward meeting the guidelines and conditions for access. This can be achieved through the elimination of corrupt elements and negative tendencies, as well as the adequacy of the remuneration of lecturers, for such grants to be applied correctly.

Gadanga et al. (2021) studied the impact of Tertiary Education Trust Fund (TETFund) Intervention on University Libraries in North-West Nigeria from 2014 to 2018. The descriptive survey design was adopted for the study. The population was 14 University Librarians of the conventional Universities in North West Nigeria. Convenience sampling was used to select 10 University Librarians who participated in the study because of the accessibility of the respondents. The instrument for data collection was a questionnaire. Ten questionnaires were distributed and 9 were returned and found usable. This represents 90% of the population. The data was analysed using simple percentages and presented in tables and charts. The major findings of the study were that the whole 9 Universities studied got a total of N1,642,000,000 for the intervention period of 2014-2018 and that there were more un-accessed funds than accessed. It was also revealed that the libraries studied are in a better situation now than before the intervention. The study recommended that TETFUND and the Universities should develop a mechanism to resolve the constraints of not accessing the funds. This could be achieved by setting up a joint technical committee.

Nnanna & Abraham (2018) investigated TETFund inputs to library and research in universities of South East Nigeria. The population of the study was all the senior staff of TETFund at their Enugu zonal office and Abuja Head Office (26), all the lecturers of the five beneficiary Federal Universities in South East, Nigeria (7,734) and TETFund Desk Officers at the institutions (25 in all five federal Universities). A sample of 824 respondents comprising 773 lecturers and 51 TETFund officials was randomly sampled, which constitutes 10 per cent of the lecturers from each of the five federal universities and all the TETFund officers from Abuja and all the desk officers of the five universities. The instrument was the researcher's designed questionnaire on the "TETFund Inputs for Beneficiaries Research Output Questionnaire" (TIBROQ). Cronbach's Alpha was used to test the reliability of the instrument, and a coefficient of 0.83 was obtained. Descriptive statistical tools of mean and standard deviation were used to provide answers to the research questions, while the z-test was used to test the null hypotheses at a 0.05 alpha level. Findings revealed that TETFund inputs into the universities included well-equipped laboratories, stocked libraries and scholarships for lecturers (locally and internationally). It was found that most of the problems militating against research included poor funding, low quality of research output and improper accountability; research brings about innovations in new products; and promotes the prosperity of a nation and the well-being of its citizens, among others. It is recommended that TETFund increase the funds allocated to universities. The strength of the research is in its variables and study population, but its major weakness is that while the scholars used a z-test, this study used chi-square as a nonparametric statistic.

Chidera (2016) evaluated the extent of TETFund contribution towards quality infrastructures of tertiary institutions in Imo State. The design of this study was an evaluation as well as opinion survey research, carried out in state-owned tertiary institutions in Imo State. The population of the study consisted of 112 academic managers from the three state-owned tertiary institutions. A census study of all 112 academic managers from the institutions was used since their numbers could be reached. The instrument for data collection in this study was a researcher-made rating scale named "TETFund Contribution towards Quality Infrastructures of Tertiary Institutions Scale (TCQTTIS)" with 18 items. The rating scale was prepared in line with the policy mandate of TETFund. In analysing the data that were collected, means core was used to answer the research questions, while one-sample z-test (i.e., z-test of difference between sample and population means) was used to test the hypotheses at a 0.05 level of significance. It was revealed that TETFund sponsored the building of new lecture halls, renovation of classroom blocks, and maintenance of students' lecture seats and ensured the successful completion of infrastructural projects to a high extent. But in the aspect of the establishment of an ICT centre, provision of new

office furniture, renovation of the school library, provision of electricity and provision of a borehole for the school, their contribution was low. The study further revealed that TETFund's contribution towards the transformation of tertiary institutions in the area of staff training and development was low extent. The strength of this study was the fact that it focused on TETFund intervention in infrastructures, including ICT facilities, but its major weakness was that the research failed to include lecturers in the study sample.

Materials and Method

The study used a descriptive survey design. Descriptive survey design aims at describing, understanding and analysing the emerging phenomenon and concepts. This design enables the researcher to obtain data from the population marked for description of the characteristics of the study. The population of the study was 2,397, which comprises management and academic staff from the three selected universities in North Central Nigeria (Nasarawa State University (580), University of Jos (1337), Benue State University (480). The sample size for this study was 352, as determined by Taro Yamane's sample size determination techniques. The main instrument used in collecting data for this study was a well-designed questionnaire. Data for this research were collected from two sources: primary and secondary sources. The Data were analysed using both descriptive and inferential statistics. The descriptive statistics were frequency count and percentage analysis. The inferential statistics used for testing the hypotheses was chi-square.

Table 7: Physical Infrastructures provided by TetFund in Selected North Central Universities

S/ N	INSTITUTION	YEAR	PROJECTS
1	University of Jos	2021	1. Construction of Security Gate House for Faculty of Agriculture, comprising 2 offices, 3 toilets. 2. External works/landscaping of the Faculty of Agriculture 3. Access Road to the new Facility Building of Vet Medicine at the Naraguta campus 4. Procurement and Installation of Office Equipment and Furniture in administrative blocks 5. Construct and fix a high-quality HDF Plywood 3-door bookshelf with glass cover and 6 lockable drawers, overall size 2700 x 750 x 2100mm, of approved design in the science resource centre
		2022	1. Renovation Works at the Faculties of Agriculture and Veterinary Medicine and Natural Sciences
		2023	1. Construction of Outdoor Sports Pavilion 2. Construction of Verandas Lobbies, Ambulance Point, and Associated External Works.

			3. Construction of Indoor Sports Hall 4. Construction of Borehole, 15 Solar Lights, etc, and External Works.
2	Nasarawa State University	2020/2021	1. Procurement, Installation, Testing and Commissioning of Equipment in the school electronic library.
		2022/2023	1. Construction of Multipurpose Hall Building 2. Supply, Installation, Testing, and Commissioning of Furniture, Fittings, and Equipment for Multipurpose Hall Building.
3	Benue State University	2019/2020/2021	Supply, Installation, Testing and Commissioning of Equipment for Visual Communication Design Studio.
		2023	Rehabilitation of the University Water Construction of Office Building/Generator House Block Construction of Pump House/Finished Product Block Construction of 230,000 litres Underground Reinforced Concrete Tank at the Eastern Wing of Benue State University Construction of 90,000 litres Elevated Water Tank, Reticulation Pipes to Selected Areas from the Elevated Tanks Construction of 230,000Litres Reinforced Concrete Sedimentation Tank and External Works. Construction of 144 Bed Capacity Hostel

Source: Tetfund Annual Report, 2019-2023

Data Analysis**Table 1: Summary of Questionnaire Distributed and Returned**

SN.	Name of institution	Copies Administered	Copies Returned	Percentage (%)
1	University of Jos	196	190	57.3
2	Nasarawa State University	85	79	23.1
3	Benue State University	71	67	19.6
Total		352	342	100.0

Source: Researcher's Field Survey, 2024

Table 1 revealed that a total of 352 copies of the instrument were distributed to respondents in the three selected Universities. Out of the 196 copies administered in the University of Jos, 190, representing 57.3% were retrieved; out of the 85 distributed in Nasarawa State University, 79 copies, representing 23.1% were returned; and in Benue State University, out of the 71 administered, 67 copies, representing 19.6% were returned. This implies that a total of 342 copies of the questionnaire were returned.

Table 2: Mean Rating of Impact of TETfund's intervention on the Development of Infrastructure

SN.	Statement of Items	Mean	Std.Dev.	Decision
1	Construction and renovation of classrooms and lecture theatres	3.526	0.838	Agree
2	Provision of staff living quarters and students' hostels	2.944	0.969	Agree
3	Construction and equipping of scientific laboratories	3.155	0.851	Agree
4	Building academic research centres of excellence	3.363	0.808	Agree
5	Construction and equipping of Entrepreneurship Development Centres	2.980	0.908	Agree
6	Provision of chairs and tables	3.360	0.815	Agree
7	Construction of engineering workshops	2.766	0.955	Agree

8	Construction and furnishing of academic staff offices	3.415	0.815	Agree
<i>Cumulative Mean</i>		<i>3.189</i>		

Source: Researcher's Field Survey, 2024

The results of the analysis of the impact of TETFund intervention on the development of infrastructure in universities in Table 3 revealed that respondents agreed that construction and furnishing of academic staff offices ($X=3.415$), provision of chairs and tables ($X=3.360$), building academic research centres of excellence ($X=3.363$) and construction and renovation of classrooms and lecture theatres ($X=3.526$) are TETFund interventions in universities. Furthermore, the results showed that TETFund had intervened in the construction and equipping of scientific laboratories ($X=3.155$), construction and equipping of entrepreneurship development centres ($X=2.980$), provision of staff living quarters and students' hostels ($X=2.944$) and construction of engineering workshops ($X=2.766$). Since the cumulative mean value of all the items, which is 3.189, is greater than 2.5, used as the criterion mean, the conclusion is that TETFund intervention had impacted positively on the development of infrastructure in universities in North-Central Nigeria.

Hypotheses Testing

Hypothesis One: TETFund intervention has no significant impact on the development of infrastructure in universities in North-Central Nigeria.

Table 6: Results of Chi-Square statistic of the Impact of TETFund Interventions on the development of Infrastructure

Rating	FO	FE	Df.	χ^2	p-value	Decision
Strongly Agree	22	85.5	3	162.819	.000	HO Sig.
Disagree	35	85.5				
Agree	163	85.5				
Strongly Agree	122	85.5				
Total	342					

$p < 0.05$

The results of the chi-Square statistic on the impact of TETFund intervention on the development of infrastructure in universities in Table 6 revealed $\chi^2(3=162.819, p=.000)$, which means that $p < 0.05$; hence, the null hypothesis has been rejected. The conclusion drawn is that TETFund intervention has a significant impact on the development of infrastructure in universities in North-Central Nigeria. This justifies the earlier findings of the descriptive analysis that TETFund had intervened in the construction of classrooms and lecturer theatre, development of entrepreneurship development centres, staff offices, laboratories and provision of desks and tables among other infrastructures in universities.

Discussion of Findings

The study's findings reveal that the Tertiary Education Trust Fund (TETFUND) has significantly enhanced infrastructure facilities within the 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 emphasising the political mandate to deliver infrastructural projects (Ayeeni et al., 2019). Moreover, the establishment's impact extends to research centres, as noted by Ibrahim (2017) 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.

Ayoko et al. (2023) stated that educational infrastructure is an important factor in determining the quality of learning, teaching, and educational output; however, most schools lack basic infrastructures, such as a laboratory, library, internet facilities, electricity, students' hostel, and a quality learning environment. The results also showed that TETFund had intervened in the construction and equipping of scientific laboratories, construction and equipping of entrepreneurship development centres, provision of staff living quarters and students' hostels and construction of engineering workshops. The study found that TETFund intervention has a significant impact on the development of infrastructure in universities in North-Central Nigeria. This supports the findings of Isiaka et al. (2020), who carried out a study in Lagos State University and found that Tetfund intervention towards the quality transformation of academic staff was positive in the sense that Tetfund intervention contributed majorly to the provision of infrastructure for effective teaching and learning. This agrees with Abdulaziz et al. (2020), who found that funding intervention in universities helps in the management of physical facilities and academic staff capacity building for improved productivity. From our research, it was revealed that the Tetfund intervention has contributed majorly to the provision of infrastructure for effective teaching and learning in North Central Universities.

5.2 Conclusion

The impact of TETFund interventions in tertiary education (in line with its mandate) has been a debated issue in academic literature. The findings from this study revealed that TETFund intervention in the development of physical infrastructures in universities includes the construction and furnishing of academic staff offices, provision of chairs and tables, building academic research centres of excellence and construction and renovation of classrooms and lecture theatres, construction and equipping scientific laboratories, construction and equipping entrepreneurship development centres, provision of staff living quarters and students' hostels and construction of engineering workshops. Also, TETFund had intervened in the construction of modern ICT centres, building of e-libraries, provision of projectors and television and provided access to e-library resources and networking, provision of standby generators/solar lights and facilitated the provision of internet connectivity, desktop computers and laptops.

Based on the findings of this study, 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.

5.3 Recommendations

Based on the research findings and conclusions drawn as ways of enhancing the impact of TETfund interventions in universities, it was recommended that:

- i. The federal government should increase its funding of TETfund to enable it to expand its scope of interventions in the development of physical infrastructures in private Universities as well.
- ii. The federal government should set up a task force to monitor and supervise the adequate implementation of TETfund projects to ensure efficiency and timely completion.
- iii. The federal government should expand its scope of interventions to cover not just the development of physical infrastructures but also inculcate a maintenance culture in the Universities.

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