Tertiary Education Trust Fund (TETFUND) and the Development of Akwa Ibom State University, Nigeria (2011-2023)

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Abstract
This research examined the influence of Tertiary Education Trust Fund responsiveness on the provision of lecture halls/blocks and support for research publication in Akwa Ibom State University. A correlational research design was adopted for the study. The study utilised primary data collected from the field. The population consisted of 523 lecturers in Akwa Ibom State University, while the Taro Yamane formula was used to draw a sample size of 227. The reliability coefficient of the instrument was 0.76 for TETfund questionnaire and 0.78 for the development questionnaire. The study used tables, percentages and frequencies to answer the research questions and simple linear regression to test the null hypotheses at a 0.05 significance level. The findings showed a significant positive influence of the Tertiary Education Trust Fund intervention on the provision of lecture halls/blocks and sponsorship of research in Akwa Ibom State University. The study recommended that TETFund should continue to prioritise funding for the construction and renovation of physical infrastructure in Akwa Ibom State University, and that it should also ensure that funding is directed towards areas of critical needs of the University.

Keywords: Tertiary education, development, lecture halls/blocks and research publication

Introduction

The quality of education reflects the quality of men that are produced in the context of that society. Hence, the development of Nigerian universities like Akwa Ibom State University is very important because it instils self-awareness, citizenship, life skills, and proper learning-to-learn, which provide a strong basis for lifelong learning (FGN 2014). EduTinker (2022) defined the development of Nigerian Universities as assisting colleges and universities in their efforts to function successfully as teaching and learning communities. Specifically, it is concerned with assisting and strengthening the design and development of qualitative learners' learning experiences, developing the scholarship of pedagogy and learning, learning

management systems, and incorporating research outcomes into the goals and practices of tertiary education with infrastructural development. Akwa Ibom State University, a state tertiary institution that is fast growing in the south-south areas of Nigeria, may need this educational development at diverse levels, including infrastructural, capacity building (staff training), scholarships, management and digital development.

In the context of this study, the development of Akwa Ibom State University refers to the provision of both material and human resources, which facilitate learning outcomes. This implies that, at any level of education, development is imperatively necessary for effective transmission of the visions of each level of education to the tangible outputs in the education system. Umosen & Usen (2024) postulate that the quality of education output, in terms of graduates, is significantly related or bears direct relevance to the quantity and quality of facilities provided, and fully utilised for teaching and learning processes. They insist that where material and human resources are deficient in schools, especially in the universities, the goals of that level of education would be truncated and unrealised. This is because at that level, a highly skilled workforce is produced. Hence, the necessity for support from organisations and the government, such as the Tertiary Education Trust Fund (TETFund).

In Nigeria, the education tax allocated for government-owned tertiary institutions is managed, disbursed, and overseen by the Tertiary Education Trust Fund (TETFund), which was established by the TETFund Act of 2011, (Tertiary Education Trust Fund, Establishment, etc. Act No. 16 of 2011). This agency acts as an educational intervention entity of the federal government, guaranteeing the productivity and quality benchmarks of higher education institutions by supplying vital infrastructural amenities. These facilities strive to create an outstanding atmosphere for education and learning, provide teaching resources and tools, improve the quality of research and publications, and promote human resource development for the country's economic progress (Ndaeyo et al., 2025). The human resources development strategy established by the TETFund Act of 2011 encompasses funding for teaching staff training and development, both within the country and abroad, for Master's and Ph.D qualifications; providing research grants to academic staff; and supporting participation in conferences focused on higher education for both teaching and non-teaching personnel (TETFund, 2024).

Despite the importance of development to Akwa Ibom State University, the institution lacks sufficient lecture halls/blocks, as students struggle for classroom space during lectures. This anomaly is sometimes expressed by overcrowded classrooms, especially for undergraduates, a lack of lecture space for students, especially post-graduate students, a paucity of commitment on the part of some students and staff, financial drain occasioned by staff trainings, due to the fact of inadequate training opportunities for academic staff, and sponsorship in research. These could affect the performance of students and staff. Subair (2021) links the developmental issues encountered by Akwa Ibom State University to the Nigerian government's longstanding neglect in following the United Nations Educational, Scientific and Cultural Organisation (UNESCO) guideline of dedicating 26% of the local budget to the Education Sector. These elements seem to present considerable challenges to the progress of the educational system.

The Government, at different points, has made several attempts to remedy the problem occasioned by the lack of sufficient developmental strides in the Nigerian Universities by giving these institutions the opportunity for their staff to be trained and developed. It is within this context that the study seeks to examine how the Tertiary Education Trust Fund has responded to the development of Akwa Ibom State University between 2011 and 2023.

Statement of the Problem

The Tertiary Education Trust Fund (TETFund) was created as an intervention organisation with the goal of boosting funding for higher education institutions in Nigeria, especially in areas like research, infrastructure, and pedagogical growth. Despite the TETFund's strategic goals, there is increasing concern regarding how its activities would actually affect Akwa Ibom State University's overall development, since the University, like many other state-owned institutions, has benefited from various TETFund allocations over the years, yet questions persist regarding the effectiveness, sufficiency, and visibility of these interventions in transforming key areas of university development. Therefore, this study seeks to critically examine the role of TETFund in the development of Akwa Ibom State University, focusing on two key dimensions: the provision of lecture halls/blocks and support for research publications. It aims to identify the strengths, weaknesses, and areas requiring further attention to ensure that TETFund achieves its mandate of promoting excellence in Nigerian tertiary education in general and Akwa Ibom State University in particular.

Objectives of the Study

The main objective of this study was to examine how Tertiary Education Trust Fund (TETFund) has influenced the Development of Akwa Ibom State University between the years 2011 to 2023. The subsidiary objectives of this study were:

1. Determine the influence of TETFund's provision of Lecture halls/blocks on development in Akwa Ibom State University.
2. Determine the influence of Tetfund intervention on research and publications by staff of Akwa Ibom State University.

Research Questions

To direct the study, the following research questions were raised:

1. In what ways has Tetfund's provisions of lecture halls/blocks influence the development of Akwa Ibom State University?
2. To what extent has Tetfund intervention influenced research and publication in Akwa Ibom State University?

Research Hypotheses

Ho_1: There is no significant relationship between Tetfund's provision of lecture halls/blocks and the development of the University.

Ho_2: TETfund intervention programme in Akwa Ibom State University does not significantly influence staff research and publication.

Conceptual Review

The Tertiary Education Trust Fund (TETFund)

In the relentless pursuit of elevating its global standing, Nigeria stands at a crucial juncture where the importance of the Tertiary Education Trust Fund (TETFund) emerges as a key factor that influences the higher education system in the nation. The establishment of TETFund can be associated with the innovative Education Tax Act implemented in 1993. The act was a legislative milestone that laid the foundation for a novel approach to funding education in Nigeria (Adekunle, 2020). This crucial act mandated companies to allocate a percentage of their assessable profits to a dedicated fund, thus ushering in a new era of financial support aimed at fortifying the nation's educational sector. TETFund emerged as a cornerstone in this narrative, wielding the power to reshape the landscape of higher education. The contours of educational transformation extend far beyond mere structural changes; they encompass a

comprehensive overhaul of curricula, pedagogical approaches, and research methodologies (Ibezim, 2016).

Tertiary Education Trust Fund's (TETFund) interventions span infrastructural development, research support, and academic capacity building and signify a concerted effort at aligning Nigerian higher education with global standards. This transformative journey is not a solitary endeavour but rather a collective aspiration to position Nigeria's academic institutions as hubs of innovation and excellence on the international stage (Ogunbameru, 2018). At the core of TETFund's existence lie clear mandates and objectives that underscore its commitment to providing positive change in Nigerian tertiary education (Udo, 2016). The fund's main purpose is to provide financial assistance to public higher education institutions, focusing on critical areas like research development, teaching resources, and facilities.

Lecture Halls and Blocks

Infrastructural facilities are 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 (Ogunode et al., 2020; Ogunode & Adamu, 2021; Ogunode et al., 2021). These amenities include buildings, lecture halls, landscaping, trees, lawns, hedges, pathways, playgrounds, utilities, and security measures. A well-equipped and maintained physical infrastructure, such as lecture halls/blocks, can enhance learning experiences, reduce dropout rates, and attract high-quality educators (Ogunode et al., 2021).

In educational contexts, infrastructural facilities play a crucial role in facilitating efficient administrative functions, ensuring reliable service delivery, and supporting lesson delivery by teachers. 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 & Agbor, 2023). These facilities are essential for achieving educational objectives by providing necessary support for the teaching-learning process.

The impact of the Tertiary Education Trust Fund (TETfund) on building lecture halls or blocks at Akwa Ibom State University can be seen in different ways. The report shows that between 2013 and 2016, one of the key projects funded by TETfund was the creation of the entrepreneurship centre at the main campus (Human Resource Department, Akwa Ibom State University, 2025). While its main goal was to educate and train entrepreneurs, setting up this centre also involved building lecture halls, meeting rooms, and training spaces. This likely improved the learning environment by providing more places for teaching and learning, especially in entrepreneurship and innovation, which in turn helped increase the overall capacity for lectures.

Support for Research Publication

Some authors argue that research is vital for tertiary institutions to function as engines of national development. For instance, Michaela (2012) states that research is an essential factor in the sustainable development and knowledge generation of universities. Charles-Zalankoro & Efere (2016) suggest that an effective researcher instils fresh ideas in the minds of students. It is a fact that a university's uniqueness stems from the specific services it offers to its local community; these specialised services are based on the findings of research carried out by universities. In the wind of global changes across national boundaries, Rugai & Hamilton-Ekeke (2015) maintain that research is a system of worldwide collaboration which accounts for the spread of modern learning, which could result in transforming man's life. In this regard, the university provides the avenue of innovation and the desired changes in life.

Between 2017 to 2020, the number of journals and other publications sponsored by TetFund in Akwa Ibom State University there were 2, while from 2021 to 2024, the number increased to 4 publications. This increase suggests an upward trend in research output among academic staff, potentially facilitated by TETFund's support for research.

On the number of Institution-Based Research (IBR) interventions, in 2020, 10 proposals were submitted and approved. Although detailed data for submissions is not provided for 2021, the 2022 submission saw 7 proposals submitted and approved. In 2023, no proposals were processed until 2024 after resubmission in March, when 6 proposals were approved. Additionally, 20 new proposals were submitted in November 2023, with 15 approved, reflecting an active engagement in research activities (Human Resource Department of Akwa Ibom State University, 2025). This approval rate signifies that TETfund effectively supports and incentivises research initiatives within the university.

Development of Nigerian Universities

The Nigerian Universities have undergone tremendous growth, development and transformation in recent years, portraying the nation's commitment to improving the quality of service delivery, thereby fostering socio-economic development. George (2018) confirms that the development of Nigerian Universities, especially the public higher institutions, is to ensure quality and accreditation standards while scaling up. Also, Oladeji (2014) notes that the advancement of universities is a form of progress that satisfies present requirements without compromising the capacity of future generations to fulfil their own needs. The establishment of these institutions can contribute in numerous ways, encompassing the social, economic, political, and environmental dimensions of sustainable development. No country in the world has been recognised to thrive when education is overlooked. In reality, no country advances beyond the advancements made in education. Nations that take education lightly do so at their own risk. Government, in its transformative role, adopts a comprehensive and nuanced approach to measure and enhance educational quality in Nigerian tertiary institutions. This endeavour involves a meticulous evaluation of various dimensions, each crucial in shaping the holistic educational landscape. As a probe is made into the intricacies of measuring educational quality, it becomes evident that the government's interventions serve as a crucial force, not only elevating the current standards but also establishing benchmarks for continuous improvement.

Theoretical Framework

Public Goods Theory

The public goods theory, introduced by Samuelson in 1955, is based on two key assumptions: first, a product, once created for certain consumers, can be utilised by extra consumers without incurring any extra cost. Additionally, there is non-excludability, indicating that once the good is produced, it becomes challenging to prevent individuals from consuming it. Samuelson states that goods possessing these traits will be underproduced by the private sector, or could even remain unproduced entirely. According to traditional beliefs, economic efficiency necessitates that the government compel individuals to participate in producing public goods, and subsequently, grants all citizens access to consume them. Public good is a good created by the government and typically offered for the advantage of its citizens. For this research, education is considered a public good.

The theory of public goods supports substantial public investment in education. This relies on the belief that the government can efficiently deliver educational services to citizens due to the diverse external factors involved. Akwa Ibom State University is a public institution operated and managed by the Akwa Ibom State government for the benefit of the public;

therefore, it requires transparency from the University officials. Clearly, the infusion of TETFund projects into the University guarantees that services (education) with public-goods traits are delivered efficiently and effectively. In doing so, education as a "public good" becomes accessible and affordable to the larger population, creating a scenario that promotes the interests/benefits of the government and its stakeholders.

Methodology

Research Design

The study employs a quantitative research design, which is a correlational research design. The correlational research design was adopted to show the level of prediction of TETFund interventions programmes on the development of Akwa Ibom State University.

Population of the Study

The population for the study comprised 523 lecturers (Human Resource Department of Akwa Ibom State University, 2025).

Sample Size Determination and Sampling Method

The sample size was 227 drawn from the 523 lecturers using Taro Yamane's formula:
Where: n = sample size
N = population size (523)
e = margin of error (0.05)

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{523}{1 + 523 \times 0.05^2}$$

$$n = \frac{523}{1 + 523 \times 0.0025}$$

$$n = \frac{523}{1 + 1.3075}$$

$$n = \frac{523}{2.3075}$$

N = 226.6 approximately 227

Method of Data Collection

This study's data came from primary sources, and a structured questionnaire was employed to gather information from respondents.

Method of Data Analysis

In answering the research questions and testing the hypotheses at a 0.05 significance level, simple linear regression was adopted. The study adopted Statistical Package for Social Sciences (SPSS).

Results

Hypothesis One: There is no significant relationship between Tetfund intervention in the provision of lecture halls/blocks and the development of the University.

Table 1: Simple linear regression showing how the provision of lecture halls/blocks predicts the development of Akwa Ibom State University

	B_1	SE	B_2	t-value	Significant (2-tailed)
Constant	1.813	0.442		4.101	000
Provision of lecture halls/blocks (X_1)	0.859	0.033	0.872	26.010	000
Dependent variable: Development					
R = 0.872					
R^2 = 0.760					
Adjusted R-Square = 0.759					
Std. Error of Estimate = 1.53269					
F-Statistics = 676.530					
Probability (Significant p-value) 0.000					

Significantly related at 0.5% ($p \leq 0.05$) .B_1 = unstandardized beta, B_2 = standardised beta, SE = Standard error.

Source: The researchers' computation (2025).

Table 1 revealed the R-value of 0.872 as the strength of the relationship between the building of lecture halls/blocks and the development of Akwa Ibom State University. Its value reveals a high and positive relationship. Also, the regression coefficient of $R^2 = 0.760$ which means that the independent variable (the supply of lecture halls/blocks) (X1) represented 76% of the variance in the dependent variable, which is the growth of Akwa Ibom State University. Thus, answers the research question one. Moreover, the substantial F-ratio of F = 676.530 and a P-value of 0.000 indicate that the regression model's results are unlikely to be due to random chance and that the availability of lecture halls/blocks as a measure of TETFund intervention projects significantly forecasted the progress of Akwa Ibom State University. To assess the extent of variation between the independent variable and the dependent variable, the beta coefficients for provision of lecture halls/blocks (Lhb) showed a statistically significant unstandardized coefficient of $\beta x1 = 0.872$ and a p-value = 0.000, demonstrating a positive significant relationship with the advancement of Akwa Ibom State University. This result suggests that for every unit change in the availability of lecture halls/blocks, there will be a corresponding increase of 0.872 in the development of Akwa Ibom State University. According to the stated simple regression equation, the model is expressed as follows: $Y = a_0 + \beta_1 X_1 \ldots\ldots\ldots\ldots + e$; $Yd = a_0 + \beta_1 Lhb_1 \ldots\ldots\ldots\ldots + e$

The resulting simple linear regression equation is thus: Yd = 1.813 + 0.859 ------- Equation 1

According to the previously mentioned decision procedure, the null is rejected since the resulting p-value (0.000) is less than 0.05 (p-value = 0.000 ≤ 0.05).

Hypothesis Two: TETfund intervention programme in Akwa Ibom State University does not significantly influence staff research and publication.

Table 2: Simple linear regression showing sponsorship of research predicts the development of Akwa Ibom State University

	B_1	SE	B_2	t-value	Significant (2 tailed)
Constant	2.084	0.443		4.705	000
Sponsorship of research (X_2)	0.835	0.033	0.866	25.365	000
Dependent variable: Development					
R = 0.866					
R^2 = 0.750					
Adjusted R-Square = 0.749					
Std. Error of Estimate = 1.56205					
F-Statistics = 643.374					
Probability (Significant p-value) 0.000					

Significantly related at 0.5% (p≤0.05). B_1 = unstandardized beta, B_2 = standardized beta, SE = Standard error

Source: The researchers' computation (2025)

Table 2 revealed the R-value of 0.866 as the strength of the relationship between sponsorship of research and the development of Akwa Ibom State University. Its value reveals a high and positive relationship. Table 2 also displays a regression coefficient of R2 = 0.750, indicating that the independent variable (research sponsorship) (X2) was responsible for 75% of the variation in the dependent variable (growth of Akwa Ibom State University). Thus, answer the research question two.

Moreover, the significant F-ratio of F = 643.374 and P-value = 0.000 indicates that the outcomes of the regression model are unlikely to have happened randomly, and that research sponsorship, as a measure of TETFund interventions, significantly forecasted the development of Akwa Ibom State University.

To assess the extent of change between the independent and dependent variables, the value of the beta coefficients for research sponsorship (Sr) exhibited a statistically significant unstandardized coefficient of βx2=2.084 and a p-value = 0.000, indicating a noteworthy positive relationship with the development of Akwa Ibom State University. This result suggests that each unit increase in research sponsorship will lead to a 0.835 rise in the development of Akwa Ibom State University. According to the simple linear regression equation provided, the model is depicted as follows: $Y = a_0 + \beta_2 X_2 \ldots\ldots\ldots\ldots +e$ $Yd = a_0 + \beta_2 Sr_2 \ldots\ldots\ldots\ldots +e$ The resulting simple linear regression equation is thus: Yd = 2.084 + 0.83---Equation 2

The null hypothesis is rejected in accordance with the previously mentioned decision criterion as the produced p-value (0.000) is less than 0.05 (p-value = 0.000 ≤ 0.05).

Conclusion

According to the results of this study, it can be inferred that the availability of lecture halls/blocks and funding for research publication were all independent significant factors influencing the development of Akwa Ibom State University. The impact of the Tertiary

Education Trust Fund (TETfund) on the advancement of Akwa Ibom State University has been significant and transformative. This study's analysis has uncovered various aspects in which TETfund has greatly aided the development and improvement of academic resources, infrastructure, and the overall educational quality at AKSU. A significant impact of TETFund's involvement has been seen in the realm of infrastructure development. The financial support allocated for building and upgrading lecture halls, laboratories, and key facilities has resulted in a significant enhancement of the teaching and learning atmosphere.

Recommendations

According to the results, the following suggestions were made:

1. TETFund should maintain its focus on financing the building and upgrading of physical infrastructures at Akwa Ibom State University. The funding must be focused on areas requiring enhancement, as this will assist in aligning development initiatives with the university's strategic objectives.
2. The management of the university should establish grant programmes that will encourage academic staff members to publish in reputable journals. This measure can further enhance the research capabilities of academic staff in Akwa Ibom State University.

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