

Tertiary Education Trust Fund (TETFUND) Involvements and Improvement of Universities in Cross River State, Nigeria: Implication on Educational Management

DR. ENIANG-ESIEN, OBIA EKPENYONG

Department of Educational Management, Cross River University of Technology, Calabar, Cross River State, Nigeria

Abstract- *This study focused on Tertiary Education Trust Fund (TETFUND) Involvements and Improvement of Universities in Cross River State, Nigeria: Implication on Educational Management. Three (3) research questions and hypotheses were formulated to guide the study. The study adopted the ex-post facto research design with a sample of 654 respondents drawn from a population of 2,550 academic staff from two universities (University of Calabar and Cross River University of Technology) in Cross River State, Nigeria. The study adopted stratified and purposive sampling techniques were employed and a sample of 415 was drawn with these chosen sample techniques. A questionnaire titled "Tertiary Education Trust Fund (TETFUND) Involvements and Improvement Questionnaire (TETFIIQ) was used for data collection. Face and content validity was established by the researcher's supervisor and two experts in the field of Measurement and Evaluation in the Faculty of Education Cross River University of Technology (CRUTECH) The reliability of the instrument were established with Cronbach Alpha reliability and the coefficient of internal consistency ranged from 0.83 to 0.87. The data were analysed with simple linear regression analysis, multiple regression and independent t-test. The finding revealed that: TETFUND's facilitation of projects, facilitation of physical infrastructures and provision of learning resources, differ significantly based on universities in Cross River State, Nigeria. It was recommended among others that TETFUND's facilitation of projects and learning facilities should be encouraged. Also, government and school administrators and managers should proffer positive means of utilizing TETFUND resources allocation for improved tertiary institutions in Cross River State, Nigeria.*

Indexed Terms- *Tertiary Education Trust Fund, Involvements, improvement Universities*

I. INTRODUCTION

The need for improvement in the quality of education cannot be compromised if academic standards must be maintained in terms of human and capacity building. This is because improving the university standards is one of the major aims of TETFUND in tertiary institutions. It is worthy of note that about 75% of state-owned universities cannot afford to pay staff salaries and cater for running costs due to a shortage of resources. It has also been a course of concern that most state universities cannot embark on any capital projects without the interventions of TETFUND. This underscores the sole aim of why TETFUND improvement must be enhanced in our universities. From the global perspective, the human capacity building includes physical, intellectual, moral, political, social and technological. The university system among others is designed to promote human capacity building through TETFUND involvement. The Universities produce highly-skilled manpower in diverse disciplines at the undergraduate and postgraduate levels. This has made Okojie (2008) in Akpanuko (2012) inform that the lack of improvement of universities in Nigeria is still a major concern to most federal and state institutions in the country. This has resulted in the stagnation of most academic staff for a long period without promotion or advancement in their workplaces. This problem is attributable to the fact that many of those staff are unable to further their academics due to financial constraints which could have been effectively handled by TETFund interventions. Therefore, they remain with their entry qualifications for a long time due to a lack of incentives or motivation to further their studies. This

does not only affect the staff themselves but also their products who are the trainees (students) since no new ideas or knowledge is invariably imparted.

The objective of education cannot be achieved if TETFund is not encouraged to improve universities to encourage staff training and development. For instance, an employee may have the qualification needed for a job, but may not have the necessary experience and skills to perform the task required effectively. Based on this premise, TETFund facilitation of projects, TETFund facilitation of physical infrastructures and TETFund provision of teaching/learning resources are the focus of this research undertaking in the university system, TETFund assists 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 endeavour to monitor projects to the extent that such projects can make an effective contribution to the administration of the university system where such projects are situated. Ekundayo and Ajayi (2009) studied TETFund facilitation of projects and the development of tertiary institutions in Oyo state. The study used a descriptive research design with a sample of 50 academic staff of tertiary institutions and public secondary school teachers in the zone. The researcher used structured questionnaires to collect data from the sampled respondents. The collected questionnaires were then analyzed using SPSS version 20. The results are presented in linear regression and Pearson correlation analysis tables. Findings revealed positive correlations between TETFund's facilitation of projects and the development of tertiary institutions in the zone. The study also pointed out that if TETFund is involved in assisting institutions, it will help facilitate projects benefit the institutions concerned.

Afolayan (2015) sought to determine the TETFund facilitation of projects and the development of tertiary institutions in Lagos state. Data were gathered from 120 academic beneficiaries of TETFund through a survey research design and a semi-structured interview and classroom remarks were used as instruments for data collection. The results of the study showed that males had 78% while females had 22%. Thus, male students display pedagogical competence.

The study also confirms that there is a significant influence of TETFund facilitation of projects on the development of tertiary institutions. This implies that the extent of utilization of TETFund interventions on facilities the better the extent of development in tertiary institutions. A study by Onyeike and Emmanuel (2014) conducted a study on the tertiary education trust fund (TETFund) and the management of university education in Nigeria. The population consisted of academic and non-academic staff in universities in Ekiti State and the sample comprised 320 staff who responded to a questionnaire designed by the researcher to express their opinion on the subject matter. Simple random sampling was used to select ten teachers from each school. One research question was raised and three hypotheses were formulated and tested at a 0.05 level of significance. The data collected were analysed using Kendall' Rank Order Correlation and t-test statistical tools. The study revealed that there is a significant influence on TETFund's facilitation of projects and the development of universities. The study also discussed the challenges confronting TETFund and ways of improving TETFund's relevance in Universities in Nigeria. It was concluded that if well-coordinated, TETFund can help to boost the structure of University education in Nigeria. Therefore, it was recommended that various private organizations contribute to the empowerment of TETFund and appropriate legislation should be made to assist the agency to carry out its activities effectively.

Physical infrastructure contributes directly or remotely to the teaching and learning process in the educational system. Akinsolu (2012) stated that the availability of adequate infrastructure is necessary for the attainment of educational objectives. Adebeyeje in Akinsolu (2012) corroborating this stated that the availability of infrastructure determines the quality of instruction and performance of students. This is in harmony with Subair, Okotoni and Adebakin (2012) who investigated the place of infrastructure in maintaining quality in Nigerian universities. Using a 20-item self-designed questionnaire and Available Infrastructure Checklist (AIC), data were collected from a random sample of 800 final-year students drawn from three federal and five state universities in the country. The data were analysed using the t-test statistic and descriptive statistics. It was found that there is no

significant difference in infrastructural development between the state and federal universities. Also, Chidera (2016) evaluated the extent of TETFund's contribution towards the quality transformation of tertiary institutions in Imo State. This study's design is an evaluation and an opinion survey research in state-owned tertiary institutions in Imo State. The population of the study consists of 112 academic managers from the three state-owned tertiary institutions. A census study of all 112 academic managers from the three state-owned tertiary institutions in Imo State was used since their number can be reached. The instrument for data collection in this study is a researcher-made rating scale named "TETFund Contribution towards Quality Transformation of Tertiary Institutions Scale (TCQTTIS)" with 18 items. The rating scale was prepared in line with the policy mandate of TETFund. The face validity of the instrument was established while internal consistency was established on a one-short method of administration using Cronbach alpha statistic with an index of 0.81 indicating high reliability of the research instrument. In analyzing the data that were collected, the mean score 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 0.05 level of significance. It was revealed in this study that TETFund sponsored the establishment of new lecture halls; renovation of classroom blocks, maintenance of students' lecture sits and ensuring the successful completion of infrastructural projects to a high extent.

Nwagwu (2004) opined that the availability of quality and adequate infrastructure are very necessary for the accomplishment of any educational goals and objectives while Obasi (2005) observed that students become more focused in their academic pursuit with little or no supervision if the environment is conducive and facilities available for academic activities. The study of Afianmagbon and Obiukwu (2012) investigated the impact of TETFund as an intervention agency on infrastructural development in Nigerian Universities and its influence on the academic performance of Abia State university students. A descriptive survey research design was used to carry out the research. The population of the study comprised 2,539 final-year students in all the Faculties

of Abia State University Uturu. Out of this population, a sample size of 762 students, that is 30%, was drawn using a simple random sampling technique. A personally developed questionnaire tagged "TETFund Infrastructural Impact and Student Academic Performance (TIISAPQ)" was used to collect data. The questionnaire items were validated and a reliability coefficient of 0.82 was obtained using the Pearson product-moment correlation coefficient statistic. Three research questions and one hypothesis were formulated for the study and data obtained were analyzed using mean and Pearson product-moment correlation coefficient statistics. The findings revealed that there was a positive influence of infrastructural development on the academic performance of the students. Based on the findings, it was recommended that university administrators should ensure proper utilization of yearly fund allocation from TETFund on infrastructural development.

The main source of funding academic libraries in tertiary institutions is government funds and grants. The funding formula is greatly dependent on whether the institution is state or federal government-owned. In general, both states and federal government budgetary allocations to higher education have an overall influence on library financing and development. Hisle (2012) observed that academic libraries in developing countries depend mainly on government funding and do not show any interest or experience in well-organised fundraising programmes to generate the funds they require to sustain their services. He maintains that most institutions' libraries lack flexible administrative systems and neither do they have clear responsibility for organising fundraising assigned for libraries or university (institutions) administrators. So, most often, they rely on whatever is appropriated to the libraries from their managements. Lawal (2017) investigated students' access to and utilization of some learning resources in selected public and private universities in southwest Nigeria. A stratified random sampling technique was used to select 585 (295 public and 290 private) students from 12 (six public and six private) universities in southwest Nigeria. Two instruments—Cost and Quality of University Education Questionnaire (CQUEQS) with a reliability coefficient of 0, 87 and the Availability of Learning Resources Observation Schedule (ALROS) which had been used in a previous study—were used to collect data for the

study. Frequency counts and simple percentages were used to analyse the data while the t-test was used to test the hypotheses at a 0.05 level of significance. The findings revealed a significant difference between public and private universities in terms of access to learning resources while there was no significant difference between public and private universities in the utilization of some learning resources. It was recommended that TETFund should endeavour to provide more learning resources in public institutions while university authorities should ensure that the learning resources that are provided are adequately utilized by teachers and students.

Eze and Uzoigwe (2013) carried out a study on the place of academic libraries in Nigerian University Education: contributing to the 'Education for All initiative. The objectives of the study were to find out the different services offered by TETFund to the university library in support of university education; library and information resources provided by the libraries; factors that pose problems to these libraries; and strategies for enhancing these libraries and information services. In the descriptive survey, about 132 librarians in seven university libraries – three federal and four state universities in Southeast Nigeria were used for the study. Multiple-choice questionnaires were used to collect data. 122 copies of the questionnaire were correctly filled, returned and used for analysis. Data were analyzed using frequencies and percentages and presented in tables. Findings showed that most of the university libraries provided a variety of services-reference, internet, and interlibrary loans in support of university education; a variety of library and information resources-textbooks, newspapers and magazines and others. Findings further showed that factors like poor funding, poor infrastructure and low level of computer literacy among librarians etc.

- Statement of the problem

University education in Cross River State is expected to play key roles in society by providing the needed balance in the form of skilled manpower, inculcation of acceptable societal norms, and developing knowledge, skills, values and norms that are required for the nation to thrive. Observation has shown that the reverse is usually the case, as most state-owned universities in the state have been grappling with a

poor state of improvement in terms of capital projects such as buildings, library resources, and laboratory facilities. There has also been the problem of poor funding which has cumulated in unstable salaries payment, and high levels of taxation. These issues have also resulted in brain-drain among lecturers which has made most of our seasoned lecturers travel overseas for greener pastures. Despite the plea by TETFund intervention for universities to access funds for institutional training and development, there still lingers the problem of university improvement in Cross River State, Nigeria. The problem of assessing the fund has been a serious concern for most state-owned institutions where the state governments have taken full control of their university coffers by dictating how funds should be disbursed. The question is: How has Tertiary Education Trust Fund (TETFUND) involvement, improved Universities in Cross River State, Nigeria?

- Purpose of the study

The main purpose of this study was to examine the Tertiary Education Trust Fund (TETFUND) involvement and improvement of Universities in Cross River State, Nigeria: Administrative and Management Perspective. Specifically, the study sought to;

1. Find out the extent to which TETFund involvement in projects predicts the improvement of Universities in Cross River State.
2. Investigate the extent to which TETFund involvement of physical infrastructures predicts the improvement of Universities in Cross River State.
3. Examine the extent to which TETFund provision of teaching/learning resources predicts the improvement of Universities in Cross River State.

- Research questions

The following research questions are posed to guide the study.

1. To what extent does TETFund's involvement in projects predict the improvement of Universities in Cross River State?
2. How does TETFund's involvement in physical infrastructures predict the improvement of Universities in Cross River State?

3. How does the TETFund provision of teaching/learning resources predict the improvement of Universities in Cross River State?

- Hypotheses

The following null hypotheses were formulated for testing.

1. TETFund involvement in projects does not significantly predict the improvement of Universities in Cross River State.
2. TETFund involvement in physical infrastructures does not significantly predict the improvement of Universities in Cross River State.
3. TETFund provision of teaching/learning resources does not significantly predict the improvement of Universities in Cross River State.

II. RESEARCH METHODS

The study adopted an ex-post facto design. Ishghedigi (2010) sees ex-post facto design as a possible design utilized when the variables under study have already interacted and the researcher is studying them in retrospective because the study utilizes a representative sample from a population and draws inferences from the results of analysis of available data. The accessible population of the study comprised all the two thousand five hundred and fifty (2,550) TETFund academic staff of universities in Cross River State, Nigeria, as obtained from Tertiary Education Trust Fund, Abuja, March ,2020. The distribution stood as follows; the University of Calabar has 2,200 (86.27%) academic staff, and Cross River State University of Technology (CRUTECH) totalled 350 (13.73%) academic staff. The stratified and purposive sampling techniques were adopted in the study. The first stage was to stratify universities into federal and state-owned universities. The second stage was to stratify the different faculties and departments in the two schools. The third stage was stratification based on gender (male and female). The final stage was to purposively select only TETFund beneficiaries from these institutions. The choice of using purposive sampling was on the fact that only respondents who are judged to suit the purpose of the study were used. The sample distribution comprised four hundred and fifteen (415) academic staff TETFund beneficiaries in the two (2) universities (the University of Calabar and Cross River University of Technology, Calabar) Cross

River State, Nigeria, as obtained from the field study 2020. The distribution stood as follows; the University of Calabar has 298 (71.81%) academic staff, and Cross River State University of Technology (CRUTECH) totalled 117 (28.19%) academic staff respectively. The instrument for data collection was a researcher-developed questionnaire titled "Tertiary Education Trust Fund Involvement and the Improvement of universities Questionnaire (TETFIIQ). It consists of three sections. Section A consist of the personal demographic data of the respondents such as gender, age, educational qualification and rank. Section B consists of five items sub-sections based on the sub-categories of the independent variables with five (5) items per variable thus giving 15 items for the categories of the independent variables of the study on a four-point modified Likert scale type of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which was face validated by three (3) experts' scrutiny in the field of Test and Measurement and Educational Management respectively. To ascertain the reliability of the instrument, the Cronbach Alpha reliability coefficient method was used in establishing the reliability of the instrument. A trial test was carried out using (30) respondents drawn from Universities and colleges in Cross River State, Nigeria who are not part of the sample of the study and the reliability index ranged from .83 to .87. Data was analyzed using Statistical Package for Social Sciences (SPSS) programme version 20. From the 415 questionnaires administered, 411 were filled and returned by the respondents and this was what was used in the final analysis with descriptive and inferential statistics as all hypotheses were tested at 0.05 alpha level.

- Hypothesis one

TETFund involvement in projects does not significantly predict improvement of universities in Cross River State.

Independent variable: TETFund involvement in projects

Dependent variable: Improvement of universities

The test statistic: Simple Linear Regression

- Hypothesis two

TETFund involvement in physical infrastructures does not significantly predict improvement of universities in Cross River State.

Independent variable: TETFund's facilitation of physical infrastructures
 Dependent variable: Improvement of universities
 The test statistic: Simple Linear Regression

Independent variable: TETFund's provision of teaching/learning resources
 Dependent variable: Improvement of universities.
 The test statistic: Simple Linear Regression

- Hypothesis three
 TETFund's involvement in the provision of teaching/learning resources does not significantly predict improvement of universities in Cross River State.

III. RESULTS AND DISCUSSIONS

The result are presented are follows:

TABLE 1
 Results of simple regressions analysis with TETFund involvement in projects and improvement in universities in Cross River State

Variables	\bar{X}	SD	N		
Improvement	59.9618	3.56563	411		
TETFund involvement in projects	17.4380	2.87914	411		
Model	Sum of Squares	df	Mean Square	F-value	p-value
Regression	1011.00	1	2311.00	4.60	.000 ^b
Residual	90109.88	410	219.70		
Total	91120.88	411			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
summary	.761 ^a	.579	.579	2.29587	
Model	Unstandardized Coefficients		Standardized Coefficients	t-cal	p-value
	B	Std. Error	Beta		
(Constant)	.328	.552		3.95	.000
TETFund involvement in projects	.935	.031	.761	29.948	.000

Significant at .05 level $p < .05$

It can be discerned from Table 1 of the descriptive statistics, correlation statistics and model summary for both the predictive and criterion variables. From the result, the means and standard deviation for the dependent variable (improvement in universities) are 59.9618 and 3.56563 while the independent variable (TETFund involvement in projects) has a means of 17.4380 and a standard deviation of 2.87914. The model summary of the Analysis of variance results for regression and residuals has a sum of squares of 1011.00 and 90109 with a total of 91120.88. Their degrees of freedom are 1 and 410 respectively with a corresponding mean square of 2311.00 and 219.70. The p-value was found to be .000 which implies that TETFund involvement in projects significantly predict

improvement of universities in Cross River State, The Model Summary provides the $r^2 = .579$ suggests that 58% of the variance in TETFund involvement in projects score can be explained by the improvement of universities scores ($p\text{-value} .000 < .05$). This implies that the extent of improvement in universities in Cross River State is strongly predicted by how involved TETFund project are being executes.

- Hypothesis two
 TETFund's facilitation of physical infrastructures does not significantly predict development of tertiary institutions in Cross River State. The independent variable in this hypothesis is TETFund facilitation of physical infrastructures, while the dependent variable

is development. To test this hypothesis, the simple linear regression analysis was employed as presented in Table 2

Table 2
Results of simple regressions analysis with TETFund facilitation of physical infrastructure and development of tertiary institutions in Cross River State

Variables	\bar{X}	SD	N		
Development	15.9618	3.56563	653		
TETFund facilitation of physical infrastructure	17.4572	2.85491	653		
Model	Sum of Squares	df	Mean Square	F	p-value
Regression	4593.386	1	4593.386	807.539	.000 ^b
Residual	3708.658	652	5.688		
Total	8302.044	653			
Model summary	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.844 ^a	.712	.553	2.38498	
Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
(Constant)	-.256	.578		5.443	.000
TETFund facilitation of projects	.929	.033	.844	28.417	.000

Significant at .05 level $p < .05$

Table 2 revealed that the descriptive statistics, correlation statistics and model summary for both the predictive and criterion variables. The mean and standard deviation for the dependent variable (development of tertiary institutions) are 15.9618 and 3.36563 while for the independent variable (TETFund facilitation of physical infrastructure) has a means of 17.4572 and standard deviation of 2.85491. The model summary of the Analysis of variance results for regression and residuals has a sum of squares of 4593.386 and 3708.658 with a total of 8302.044. Their degrees of freedom are 1, 652 and 653 respectively with a corresponding mean square of 4593.386 and 5.688. The p-value was found to be .000 which implies that TETFund's facilitation of physical infrastructures does significantly predict development of tertiary institutions in Cross River State

The Model Summary provides the $r^2 = .712$ suggests that 71% of the variance in TETFund facilitation of physical infrastructure score can be explained by the development of tertiary institutions scores (p -value $.000 < .05$). This implies that the extent of development of tertiary institutions in Cross River State is strongly predicted by how successful TETFund facilitates its physical infrastructure.

- Hypothesis three

TETFund's facilitation of learning resources does not significantly predict development of tertiary institutions in Cross River State. The independent variable in this hypothesis is TETFund facilitation of learning resources, while the dependent variable is development of tertiary institution. To test this hypothesis, the simple linear regression analysis was employed as presented in Table 3

Table 3

Results of simple regressions analysis with TETFund provision of learning resources and development of tertiary institutions in Cross River State

Variables	\bar{X}	SD	N		
Development	15.9801	3.53743	653		
TETFund's provision of learning resources	17.1870	2.61420	653		
Model	Sum of Squares	df	Mean Square	F	p-value
Regression	4529.063	1	4529.063	812.309	.000 ^b
Residual	3629.679	652	5.576		
Total	8158.741	653			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.895 ^a	.801	.801	2.36126	
Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
(Constant)	-.264	.577		-.457	.001
TETFund's provision of learning resources	.931	.033	.745	28.501	.000

Significant at .05 level $p < .05$

Table 3 revealed the descriptive statistics, correlation statistics and model summary of the predictive and criterion variables. The means and standard deviation for the dependent variable (development of tertiary institutions) are 15.9801 and 3.53743 while the independent variable (TETFund provision of learning resources) has a means of 17.1870 and a standard deviation of 2.61420.

The model summary of the Analysis of variance results for regression and residuals has a sum of squares of 4529.063 and 3629.679 with a total of 8158.741. Their degrees of freedom are 1, 652 and 653 respectively with a corresponding mean square of 4529.063 and 5.576. The p-value was found to be .000 which implies TETFund's provision of learning resources significantly predict the development of tertiary institutions in Cross River State.

The Model Summary provides the $r^2 = .801$ suggests that 80% of the variance in TETFund provision of learning resources score can be explained by the development of tertiary institutions scores (p-value $.000 < .05$). This implies that the extent of development of tertiary institutions in Cross River State is strongly

predicted by how successful TETFund provision of learning resources.

- Discussions of findings

The finding of this study is discussed based on the stated hypothesis as presented below

- TETFund facilitation of projects and the development of tertiary institutions

The findings revealed that TETFund's facilitation of projects significantly predicts the development of tertiary institutions. For instance, Onyeike and Emmanuel (2014) revealed that if well Co-ordinated, TETFund can help to boost the structure of University education in Nigeria. Therefore, it was recommended that various private organizations contribute to the empowerment of TETFund and appropriate legislation should be made to assist the agency to carry out its activities effectively. Oraka, Ogbodo and Raymond (2017) the study found that ETF fund allocations to Nigerian Tertiary Institutions do not correlate with the enrollment ratio of Nigerian Tertiary Institutions. Based on the findings, the study recommends that for the intervention agency to achieve meaning for its constituents fund allocations should be commensurate

with the enrolment ratio of tertiary institutions in Nigeria.

The finding also agrees with that of Ekundayo and Ajayi (2009) whose findings revealed positive correlations between TETFund facilitation of projects and the development of tertiary institutions in the zone. The study also pointed out that TETFund is involved in assisting institutions to 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 can cater for the programmes being run in these universities.

Afolayan (2015) whose study also confirms that there is a significant influence of TETFund facilitation of projects on the development of tertiary institutions. this implies that the extent of utilization of TETFund inter-ventions on facilities the better the extent of development in tertiary institutions. Finally, Study by Onyeike and Emmanuel (2014) revealed that there is a significant influence on TETFund's facilitation of projects and the development of universities. The study inform also discussed the challenges confronting TETFund and ways of improving TETFund's relevance in Universities in Nigeriaas concluded that if well-coordinated, TETFund can help to boost the structure of University education in Nigeria.

- TETFund facilitation of physical infrastructures and the development of tertiary institutions

The findings revealed that TETFund facilitation of physical infrastructures significantly predict development of tertiary institutions. The present finding agrees with Subair, Okotoni and Adebakin (2012) found that there is no significant difference in infrastructural development between the state and federal universities. Fabiyi and Uzoka (2018) result shows that there is no significant difference in the position of physical facilities in state and federal universities.

Udu and Nkwede (2014) study indicated that due to TETFund interventions, Ebonyi State University (EBSU) has been able to experience a boost in infrastructural development. Supporting the findings, Ogundu and Nwokoye (2015) also found out that infrastructural development is either completed or

ongoing as part of the contributions of TETFund to the development of Universities in Nigeria. Infrastructures as parts of the resources and facilities which aid the effectiveness and quality of the teaching and learning process have great potential for knowledge dissemination, effective learning, and the development of more efficient and effective educational services.

Afianmagbon and Obiukwu (2012) findings also revealed that there was a positive influence of infrastructural development on the academic performance of students. Based on the findings, it was recommended that university administrators should ensure proper utilization of yearly fund allocation from TETFund on infrastructural development. There is a need for the admission of Abia State university students to be based on available infrastructural facilities. In the same vein, Wokocha, Babalola and Agbagbue (2017) results obtained indicated that there are available e-learning facilities for teaching and learning undergraduate business education. It also revealed several factors militating against the availability of e-learning facilities in the teaching and learning of undergraduate business education. Thus, the study recommended that government and relevant stakeholders should make available e-learning facilities which should be complemented by self-provision amongst lecturers and students of business education.

- TETFund facilitation of learning resources and the development of tertiary institutions

The findings revealed that TETFund's facilitation of physical infrastructures significantly predicts the development of tertiary institutions. The present finding agrees with that of Lawal (2017) the findings revealed a significant difference between public and private universities in terms of access to learning resources while there was no significant difference between public and private universities in the utilization of some learning resources. The findings Dayo, Olushina and Isaac (2013) found that all the independent variables considered could not account well for the academic performance of students in mathematics. The present finding agrees with that of Eze and Uzoigwe (2013) findings further showing that factors like poor funding, poor infrastructure and low level of computer literacy among librarians

CONCLUSION

The indispensable role of Tertiary Education Trust Fund in institutional development in the country can never be compromised. This is because of its role in funding tertiary institutions to competently compete with international standards all over the world. Tertiary institutions in Nigeria may never be able to attain their vision 2020 Goal, not to talk of attaining any meaningful development as long as they cannot efficiently utilize its fund for development. It is very vital to note that most of the benefits most institutions are enjoying today is as a result of TETFund interventions, a fallout of ASUU struggle.

The federal government through TETFund has made available funds for tertiary institutions to conduct projects that will impact the development of tertiary institutions. In most tertiary institutions, especially in state-owned institutions, the cry has been that most academic staff cannot access the fund because the conditions to access the fund is cumbersome. Correctly said, our tertiary institutions are responsible for the provision of highly skilled lecturers due to the accessibility of funds. Laudable enough, TETFund has been able to make a vital positive influence towards improving the educational development in tertiary institutions in Cross River State, especially in federal own institutions. Hence, this study agrees that TETFund has swayed positively in Nigerian Educational Development with a particular focus on Tertiary institutions. Thus, the study concludes the need for judicious utilization of resources for development.

RECOMMENDATIONS

Based on the findings and conclusions reached, the following recommendation are made:

1. TETFund facilitation of projects, teaching and learning facilities and infrastructures should be encouraged.
2. Funds should be allocated to a proactive monitoring team for the transformation of inadequate and sustainable project facilities within these institutions so that the challenges of underfunding can be addressed for effective development.

3. The government should proffer positive means of utilizing TETFund interventions which will help to encourage training and development of academic and non-academic staff in tertiary institutions in Cross River State, Nigeria.

REFERENCES

- [1] Adeboyeje in Akinsolu (2012). Impact of Education Trust Fund (ETF) on Tertiary Institutions in Nigeria, Using College of Education, as Case Study. *Journal of Research & Method in Education*,6 (3), 18-25.
- [2] Afianmagbon, Y.I & Obiukwu, J. (2012). Libraries and information management in Nigeria: Seminal essays on themes and problems. Nigeria, Maiduguri: ED-Linform Services.
- [3] Afolayan, K. (2015). (2014). Including higher level of resource utilization in the integrated science teaching. Unpublished Ph.D. Thesis. University of Lagos.
- [4] Akinsolu, A. O. (2012). "Resources utilization and internal efficiency in Nigeria secondary schools: Implications for socio problems of education" *International Journal of Sociology and Anthropology*,4 (1), 23-30
- [5] Akpanuko, E. E. (2012). Tertiary Education Development and Sustainability in Nigeria: Beyond Financial Accountability. *Journal of Economics and Sustainable Development*, 3 (8), 12-26.
- [6] Chidera, E. A. (2016). Evaluation of the extent of TETFUND contribution towards quality transformation of tertiary institutions in Imo state.
- [7] Ekundayo, J.I. & Ajayi, S. (2009). Parameters for rejuvenation of technical and vocational education and training program for students' quality service in a post oil boom economy. *Journal of Association of Vocational and Technical Education in Nigeria (JAVTEN)*, 22(1), 28-40
- [8] Eze, B. I. Uzoigwe, O. (2013). Staff Training and Development: a Sine Qua Non to Effective Service Delivery in Nigeria Tertiary Institutions. *Educational Alternatives. Journal of*

International Scientific Publications, 1 (12), 568-574

- [9] Hisle, W. L. (2012). Top issues facing academic libraries: A report of focus on the future task force. *College and Research Libraries*, 63 (10), 98-101
- [10] Lawal, O. O. (2012). *The Library Profession in Nigeria*. Calabar: Unical Press.
- [11] Nwagwu, N. A. (2004). "The organization and management of primary and secondary education in Nigeria". In E.O. Fagbamiye, J. B. Babalola, M. Fabunmi & A.O. Ayeni (eds.) *Management of primary and secondary education in Nigeria*, (17-26) NAEAP publication. Ibadan: Awemark industrial printers.
- [12] Obasi, S. C. E. (2005). Students living environment and the menace of cultism in Nigeria universities. *AARCHES Journal*, 4(1). 42-47.
- [13] Okojie, I. (2008). Registrars Implore TETFUND to Sponsor Non-Academic Staff for Trainings.
- [14] Onyeike, K. & Emmanuel, I.O. (2014). The impact of human capital formation on economic growth in Nigeria. *Journal of Economics*, 4 (2), 432-445.
- [15] Oraka, A. O., Ogbodo, C. & Raymond, A. E. (2017). Effect of Tertiary Education Tax Fund (TETFUND) on management in Nigerian tertiary education. *International Journal of Trend in Scientific Research and Development*, 2 (1), 140-150
- [16] Udu, O. & Nkwede, G. (2014). Tertiary education trust fund (TETFund) and the management of university education in Nigeria. *Global Journal of Education Research*, 13, 63-72
- [17] Wokocha, K. D-K, Babalola, James. O., & Agbagbue, A. O. S. (2017). Availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities. *International Journal of Education and Evaluation*, 3 (5), 12 -18.