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Appraisal of the Role of Tertiary Education Trust Fund (Tetfund) In Infrastructural Development of Tertiary Institutions in Nigeria: The Case of Edo and Delta States

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Abstract

The paper focuses on the role of Tertiary Education Trust Fund in Public Tertiary Instructions in Nigeria: The case of Edo and Delta States. It examines the historical perspectives and antecedents of TETFUND, as an interventionist agency to promote the construction of both physical and institutional infrastructure and capacity building of human resources in higher institutions of learning. Three research questions were raised to guide the study and three corresponding hypotheses were formulated for the study. It discussed the eclectic strategies adopted by TETFUND in its infrastructural policy and program, in both federal and states tertiary institutions. The study is explicated with the aid of goal attainment theory. The data for the study were collected from primary and secondary sources. The individual respondents were selected using random sampling and multistage sampling techniques. Findings that emerged from the study revealed that TETFUND has improved on the state of infrastructure in our ivory towers. This is via the construction of classroom buildings, libraries, laboratories etc. With regard to capacity building of human resources, TETFUND has significantly impacted on the academic staff quest for higher degrees. This is through granting of scholarship and sponsorship of academics to conferences in local and foreign universities. However the achievement mentioned in the latter sentence is negatively skewed to the disenchantment of nonacademic staff. Corruption, a major albatross bedeviling the nation was fingered, as a cog in the wheels of TETFUND infrastructural development drive in higher institutions. The management of some of these institutions exhibited corruptive tendencies. Sequel on the findings, the authors of the paper made some recommendations aimed at synergizing and enhancing TETFUND in the delivery of infrastructural development programmes.

Keywords: Infrastructure, Development, Tertiary Institution, Strategy & Growth

Introduction

The central government of Nigeria, under the sway of ex-president Ibrahim Babangida taking into cognizance the decayed state of infrastructure in Public Education Institutions enacted Educational Fat Act No. 7 of 1993. The act gave power to operate an interventionist fund for all public institutions in both federal, state and local (people daily 2015). However, due to the challenges that plagued the modus operandi of the Act here was a metamorphosis with regard to the law, as the Act was scrapped and changed to Tertiary Education Trust Fund via Tertiary Education Trust Fund Act 2011) (FGN, 2011).This singular action of the federal government was a clairvoyant measure aimed at arresting the unprecedented state of dilapidated infrastructures in our educational sector. Similarly, the federal government took a cue from other developed and developing countries such as Brazil, Singapore etc. who has sunk in billions of dollars in the development of the infrastructures.

According to the South Africa Banking Association (2012):

> The pivotal role of infrastructure in economic growth is also borne out of international experience one of the defining features of China rapid development into an industrial power house has been investment led growth. The postwar reconstruction of Germany and its ongoing success are due to her substantial investment into schools, universities etc. Brazil has also dedicated financial institutions to support state and private sector.

A synthesis of the above quotation will bring to limelight and stressed the need for nations to embark on massive infrastructural development, as a panacea for synergizing the rapid growth of various nations educational sector (Idachaba, 1991).

This paper is an appraisal of the role of Tertiary Education Trust Fund in infrastructural Development with particular emphasis on Edo and Delta States. It investigates and asses TETFUND drive in infrastructural development. It set out to ascertain if TETFUND, as an interventionist agency has impacted, improved the state of infrastructures in public tertiary institution in the two states. It also examines the pitfalls or bottlenecks bedeviling TETFUND.

Statement of the Problem

Infrastructural development after Nigeria gained independence from Britain; her erstwhile colonial master clearly indicates a chain of broken dreams. This dreams manifested itself in that hopes and aspiration of the Nigerian populated has been dashed. This is particularly evident in the Nigeria educational sector, where there is unequal distribution of policies and programmes of infrastructures (Okosun, 2015). This is further exacerbated by other host of vague factors such as inadequate funds etc.

The federal government of Nigeria in her effort to improve the state of infrastructure in public tertiary institutions specifically enacted the Education Tax Act of 1993, which gave rise to the operation of interventionist fund (people Daily 2015). Due to the shortcomings which greeted the implementation of the Education Tax Act, the Tertiary Education Act 2011 was promulgated by the National Assembly and assented to by the president and the Education Tax Act was repealed. TETFUND was saddled with the responsibility of managing, distributing and monitoring the education tax to public tertiary institutions. The law stipulated a 20% percent Education Tax after assessment of profit of all registered companies in Nigeria (Federal Government, 2011). The act paved the way for TETFUND to engage in the development of physical and social infrastructure, capacity building of academic training and development (Federal Government of Nigeria, 2011). Despite TETFUND drive and pursuit of infrastructural development public tertiary institutions are state of decay and neglect. Thus, signaling a state of gross underdevelopment. What is the cause? Or who is responsible for this gross anomaly with regard to infrastructural development? It is this questions that the study set out investigate.

Research Questions

The following research questions were formulated for the study.

a) Has TETFUND construction of classroom buildings, libraries and

laboratories increased the state of infrastructure in tertiary institutions in Edo and Delta States?

b) Has TETFUND increase the capacity building of academic staff through staff training and development in tertiary institution in Edo and Delta States?
c) Are there factors that are militating against TETFUND infrastructural development drive in tertiary institutions in Edo and Delta States?

Objectives

The objectives are;

a) To examine the extent to which TETFUND construction of classrooms, buildings, libraries and laboratories has improved the state of infrastructures in tertiary institutions in Edo and Delta States.
b) To assess the extent to which TETFUND provision of capacity building to academic staff, through staff training and development has improved qualifications of staff in tertiary institution in Edo and Delta States.
c) To examine the factors militating against TETFUND in her infrastructural development drive in tertiary institutions in Edo and Delta States.

Hypotheses of the Study

Sequel on the objectives, the authors of the paper formulated the following hypotheses:

1) Increase in infrastructural development in tertiary institutions in Edo and Delta States is a function of TETFUND construction of classrooms building, libraries and laboratories.
2) Improved capacity building of academic staff in tertiary institutions in Edo and Delta States is dependent on TETFUND provision of staff training and development.
3) TETFUND performance in the tertiary institutions in Edo and Delta States is dependent on prevailing economic factors.

The study covers the activities of TETFUND in tertiary institutions in Edo and Delta States. The time frame for the study is 2011–2016; however reference shall be made to period antedating 2011.

Conceptual Issues

Different scholars, academics and Public Administration practitioners have written extensively on the role of TETFUND in infrastructural development, as the main plank for the growth and development of public tertiary institutions that are located in the thirty six states of the federation including Abuja, the Federal Capital Territory (Bamiro, 2012). According to Investopedia (2010), the term infrastructure is the basic physical systems of a business, or nation, transportation communication, sewage, water electricity etc. are all examples of infrastructure. This system tend to be high cost investments, however, they are vital to a country's economic development. From the foregoing definition, it can be deduced that infrastructures are critical to the development of tertiary institutions in Nigeria. This is because the tertiary institutions are micro communities of the large macro society or nation (Okosun & Aihie 2015). If these various higher institutions that are required to produce graduates (in both character and learning) are well equipped with various forms of infrastructures, be it physical, social or institutional infrastructural, (Idachaba, 1991). Then the tertiary institutions will be galvanized, synergized to contribute their quota to the development of the nation.

Thus, infrastructures in all ramifications help to boost the economic growth of tertiary institutions in particular and the nation in general (Investopedia, 2010).

Idachaba (1986) postulated that social institutional infrastructures refers to those physically constructed buildings such as classroom blocks, laboratories, office block etc Due to the colossal sum involved in the provision of this category of infrastructure, the government, own and finance nearly all infrastructure in public tertiary institutions because of its production characteristics and the public interest involved were thought to require monopoly and hence government provision (World Bank 1993).

A corollary to the latter sentence is the issues of capacity building of staff, whether academic or nonacademic staff in public tertiary institutions in Nigeria. From Idachaba perspective, the provision of sound policy and programme of capacity building of staff who are working in the physical infrastructure, in tertiary institutions are essential to the growth and development of higher institutions nay the nation. To him, it can be inferred that capacity building of personnel in an organization is a form of infrastructural development. This is the acquisition of cognitive skills for the lecturers who are engaged in teaching and research in ivory towers. It helps in the shaping and molding of student's behaviour in the present as well as its future (people Daily 2015). A cursory look at the table below will indicates that TETFUND has embarked on the social infrastructure (capacity building through academic staff training in the year 2008).

Table 1: TETFUND Academic Staff Training Programme in Year 2008.

S/N	Institutions	Malaysia		United Kingdom		Local		Other (Foreign) USA, India, Ghana	
		Ph.D	Masters	Ph.D	Masters	Ph.D	Master	Ph.D	Master
1	Universities	38	1	49	27	132	97	32	02
2	Polytechnics	3	28	4	13	79	216	0	05
3	Colleges of Education	1	4	0	3	193	392	0	2
4	Mon- technics	0	0	0	0	7	41	0	0
	Total	**42**	**28**	**53**	**43**	**411**	**746**	**32**	**09**

Source: Bamiro, O. A. (2012); Tertiary Education in Nigeria and the Challenges of Corporate Government. TETFUND 2012 strategic planning workshop, organized by National University Commission. http://www.tetfund.gov.ng/download11344506723.

From, the above table, it can be seen that for the year 2008, TETFUND in the arena of capacity building of academic staff (,28 master degree students were sponsored in Malaysia. 53 lecturers in tertiary institutions in Nigeria, who were pursuing PhD were trained in United Kingdom. While 43 were for master degree. Again, 411 academic staff was sponsored in the Ph.D programme. For master degree, 32 academic staff were sponsored for Ph.D programme in United States, India and Ghana; while 9 academic staff were sponsored in USA, India and Ghana.

According to People Daily (2015), the construction of infrastructure in Nigeria by the federal government through the interventionist agency (TETFUND) set up to provide supplementary support for public higher institutions is a welcome development. This is because the policy trust of TETFUND is providing a new direction in the over transformation of public universities, polytechnics, colleges of education. This to large extent will help in the realization of the transformation agenda of the ex-president Goodluck Jonathan

transformation agenda (People Daily 2015). A thorough perusal of the postulation of the people daily will bring to limelight that while it harp on the role of TETFUND in its infrastructural development drive. The People Daily did not elaborate in detail the factors militating against TETFUND infrastructural developmental drive. It mentioning of the problems was mere "incidental".

According to the Banking Association in South Africa 2012, the concept infrastructural development refers to those activities of government which are directed to propel economic activity. These investment include, water, sanitation, education (building of classroom, laboratories etc.). From the foregoing, it is evident that the South Africa association is quite perspective on the issue of infrastructure. This is because it sees infrastructural development as the nucleus of not only South Africa nation, but other nations in sub-Saharan countries such as Nigeria etc. To the body, infrastructural development is main pedestal for the rapid social economic growth and development South Africa Association for Banking, 2013).

According to Wikipedia Dictionary (2010) the term infrastructural development refers to public works includes government owned and operated as well as public buildings, such as school, colleges etc. An extrapolation of the above definition will reveal that it is similar to the definition given by South Africa Association of Banking. The difference in the two definitions is the issue of semantics. Both definition agreed that infrastructures are provided by the government because of colossal sum involvement in the provision of schools, piped borne water, etc. (Azelema, 2002).

Theoretical Framework

In all ramifications, the study is explicated with aid of the goal atticenment theory. Different scholars and academics have written extensively on the goal attratment theory, such scholars include Chain and Scheafa, (1986), Etzioni, (1961), Aghayere, (1991) etc. Mullins (2007) postulated that a goal is the future expectation which an organization strives to achieve. It is the assessment of the goal which the organization has implemented that is the main kernel of goals attrantment theory. The goal attainment theory harp on a thorough evaluation of the success pitched against the realization of the goal and objectives of an organization. It stressed that the goals of an organization are the main reasons and the basis for the existence of an organization (Etzioni). Goals are the main hub which an origination oscillates. Without organization goals, the purpose for any organization would be very hazy and unclear (Wikipedia 2010). It is in this breath, that all the actions of any organization are geared or directed towards the attainment of its goals. According to Aghayere (1999) purpose, goal and objectives are hierarchical terms and they are related to the statement which provides direction to an organization. The later sentence synchronies with the contention of Chain and Scheafa (1986), that goal denote decision to act towards the realization of the purpose of an organization. Both scholars agreed that goals are broader than objectives.

An application of the goal attainment theory to TETFUND infrastructural development drives in tertiary institutions in Nigeria reveals that, TETFUND have clearly spelt out goals and objectives which it sets out to achieve. The goals and objectives are quite

germane and fundamental to the management of TETFUND. The management of TETFUND must communicate the goals and objectives via a Chain of command to its employees in the organization and its clientele who are the tertiary institutions and its employees (Okosun, 2016). The employees are expected to implement the intervention programs and policy of TETFUND to the letter. It is the implementation of the goals and objectives of TETFUND that it can be accessed. Put simply, the goal enchantment theory is quite critical to TETFUND. This can be seen in the fact that, it is with the aid of the theory that the actions, activities of TETFUND can be evaluated or appraised. It helps to ascertain if TETFUND has improved the state of infrastructure in our tertiary institution or not.

TEFUND Strategies for Infrastructural Development in Tertiary Institution

Various strategies have been adopted by TETFUND in infrastructural development in tertiary institutions in Nigeria. The various strategies are discussed below:

(a) Development of Physical Infrastructural

One of the main strategies which TETFUND has fully adopted in its infrastructural development drive in different higher institutions in the country is the construction of physical infrastructural to enhance teaching and learning (TETFUND Act, 2011). Through this strategy, TETFUND has constructed multi-billion naira classroom buildings, gigantic lecture halls, libraries, laboratories, distribution of vehicles buses etc. in the various tertiary institutions in the thirty six states of the federation, including the federal capital tertiary, Abuja (Bamiro 2012). The strategy discussed in the latter sentence is akin to what is obtainable in China, Pakistan and other countries of the world. The essence of it is to enhance teaching and learning in our tertiary institutions (People Daily, 2015).

(b) Research and Publication

A potent strategy which has been utilized by TETFUND in infrastructural development is research and publication. Research and publication refers to the strategy whereby, TETFUND an interventionist agency sponsored academic staff research and publication. (TETFUND 2014) Through this method, lecturers whose research proposals scale through the TETFUND selection criteria are sponsored to undertake the research in their various academic disciplines, Similarly, TETFUND also sponsors the department/faculties in the different tertiary institutions journals. These articles are published gratis (Osemwenkae, 2017). Through the foregoing strategy, TETFUND have sunk in billions of naira in the sponsoring of academic staff research and publication of journals etc. (TETFUND 2013), Despite this laudable strategy, the academic staff in the various higher institutions in Nigeria are yearning for TETFUND to sponsor a larger number of lecturers research (Osato, 2017).

(c) Academic Training and Development

A fundamental strategy adopted by TETFUND in its infrastructural development drive, is in the arena of academic training and development. Through (TETFUND 2011) through this strategy TETFUND has sponsored academic staff to pursue higher degrees masters and doctoral programme in local and foreign universities. In this breath, TETFUND has engaged itself in capacity

building of academic staff. Academic staff who are sponsored to study for higher degrees are bonded by their various institutions for a minimum of two years after acquiring their degree (Yem, 2017). Moreover, TETFUND also sponsored academic and nonacademic staff to attend local and international conferences. It must be stated here the percentage of staff being sponsored by TETFUND to conferences. The ratio of academic staff in the tertiary institution is higher than, nonacademic staff (TETFUND, 2012).

Presentation and Discussion of Data

The survey method was adopted for the study. The study appraised the role of TETFUND in infrastructural development in Edo and Delta State. The data for the study was collected from two main sources. They are primary and secondary method of data collection. The primary data was obtained through the use of survey questionnaire and unstructured face to face interview. The distribution of sampled tertiary institutions and respondents is indicated below in table 2.

Table 2 :TETFUND in Infrastructural Development

S/N	State	Tertiary Institutions	Number of Respondents	Percentage
a)	Edo North Senatorial District	Auchi Polyphonic, Auchi	59	16.6
b)	Edo Central Senatorial District	College of Education, Igueben	59	16.6
c)	Edo South Senatorial District	College of Education, Ekiadolor	59	16.6
a)	Delta North Senatorial District	Federal College of Education, Ekiadolor	59	16.6
b)	Delta Central Senatorial District	College of Education, Warri	59	16.6
c)	Delta South Senatorial District	Delta State of Polytechnic, Ozoro	59	16.6
	Total		**354**	**100**

Source: Researchers Survey Data, 2017.

Rates of Return

The survey method was adopted for the study. The authors of the study distributed the survey questionnaire with the help of research assistant. A time frame of one week was given before the questionnaire was retrieved from the individual respondents.

The unstructured interview was held with the individual respondents. All the 354 respondents return the completed questionnaire. The rates of return of questionnaire are shown in table 3.

Table 3: Rate of Return of Survey Questionnaire

S/N	Research Instrument	Total Administered	Total Return	Percentage
1	Survey questionnaire	354	354	100%

Source: Research Survey Data 2017.

Scoring Instrument

The researcher utilized the survey questionnaire. This was to elicit response from the individual respondents in the study. The closed form of questionnaire was dichotomized into two sections or part. Section A consisted of demographic questions. While section B contain general questions as it relates to the objectives and

Hypotheses of the study. The likert scale was used in scaling the response of the various respondents. The likert scale is made up of five points with corresponding weight

5, 4, 3, 2, 1. 5 is assigned to strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree.

Reliability Text

The content validity of the research instrument was obtained in the following way; firstly, the questionnaire which the research designed was given to three experts in Department of Public Administration at the University of Benin, Benin City, Benson Idahosa University, Benin and Ambrose Alli Ekpoma. The experts were to build in their inputs in form of suggestion and criticism taking into consideration the problem under investigation.

In order to ensure that the questionnaire constructed for the study was reliable. The questionnaire was pretested after which it was administered. The measure of reliability was obtained by administering the questionnaire to 220 respondents that was exclusively selected for the reliability test. They were not included in the study. The Guttmann split half was the statistical tool to test the correlation coefficient. The value between the variables and Guttmann analysis was 0.7513 and 0.7615. The spearman analysis clearly indicated level of significance of 95.7%.

Method of Data Analysis

The researchers analysed the data obtained from the field with the aid of chi-square statistical tool. This was used to test the hypotheses. The authors used 2x2 constituency table and the observed frequency was scored against the (fe) expected frequency if the x^2 is greater than critical x^2. It means therefore than an association exist between the variables (Ogbeido, 1997).

Hypotheses Testing

Hypotheses I:

Increase infrastructural development in tertiary institution in Edo State is a function of TETFUND construction of classroom buildings, libraries and laboratories.

H_R: There is a relationship between increase in infrastructural development in tertiary institutors in Edo and Delta States and TETFUND construction of classroom building, libraries and laboratories.

H_O: There is no relationship between increase in infrastructural development in tertiary institution in Edo and Delta States and TETFUND construction of classrooms buildings, libraries and laboratories.

Table 3

Opinion	Male	Female	Total Frequency	%
Yes	164(a)	41(b)	205	57.9
No	90(c)	59(d)	149	42.1
Total	**1254**	**100**	**354**	**100%**

Source: Researchers Survey Data, 2017.

Calculation of Expected Frequency

Cell A = $\frac{205 \times 100}{354}$ = 147.0

Cell B = $\frac{90 \times 164}{354}$ = 57.9

Cell C = $\frac{149 \times 254}{354}$ = 106.9

Cell D = $\frac{149 \times 100}{354}$ = 42

Computation of X^2

Cell	Fo	Fe	Fo – Fe	(Fo – Fe)2	Fo – Fe)2/Fe
A	164	147	17	289	1.965
B	41	57.9	-16.9	-33.8	0.583
C	90	106.9	16.9	-33.8	0.316
D	59	42	17	289	6.880
Calculated X2 =					9.744

Critical X^2 = 6.64

Research Decision

Calculated X^2 = 9.744

Critical X^2 = 6.64

Degree of freedom (2 – 1) (2 – 1) = 1

Research Result: Calculated X^2> critical X^2 (0) = .01

∴ Data are statistically significant. This means that we should reject H_O and accept H_R. There is a relationship between increase in infrastructural development in tertiary institutions in Edo and Delta States and TETFUND construction of classroom buildings, libraries and laboratories.

Hypotheses 2:

Improved capacity building of academic staff in tertiary institutions in Edo and Delta States is dependent on TETFUND provision of staff training and development.

H_R: There is a relationship between improved capacity building of academic staff in tertiary institutions in Edo and Delta States and TETFUND provision of staff training and development.

H_O: There is no relationship between improved capacity building of academic staff in tertiary institution in Edo and Delta States and TETFUND provision of staff training and development.

Table 4

Opinion	Male	Female	Total Frequency	Percentage (%)
Yes	172(a)	30(b)	202	57.06
No	105(a)	47(a)	152	42.9
Total	277	77	354	100%

Source: Researchers Survey Data, 2017.

Calculation of Expected Frequency

Cell A = $\frac{202 \times 277}{354}$ = 158

Cell B = $\frac{202 \times 77}{354}$ = 43

Cell C = $\frac{152 \times 277}{354}$ = 118.9

Cell D = $\frac{152 \times 77}{354}$ = 33

Computation of X^2

Cell	Fo	Fe	Fo – Fe	(Fo – Fe)2	Fo – Fe)2/Fe
A	172	158	14	196	1.240
B	30	43.8	-13.8	-27.6	0.630
C	105	118.9	-13.8	-27.8	0.233
D	47	33	14	19	5.938
Calculated X2 =					8.741

Critical X^2 = 6.64
Research Decision
Calculated X^2 = 8.741
Critical X^2 = 6.64
Degree of freedom (2 – 1) (2 – 1) = 1
@ = .01

∴ Data are statistically significant. This means we should reject H_O and accept H_R. There is a relationship between improved capacity building of academic staff in tertiary institutions in Edo and Delta States and TETFUND provision of staff training and development.

Hypotheses 3:

TETFUND performance in the tertiary institutions in Edo and Delta States is dependent on prevailing economic factors.

H_i: There is a relationship between TETFUND performance in tertiary institutions in Edo and Delta States and the prevailing economic factors.

H_o: There is no relationship between TETFUND performance in tertiary institutions in Edo and Delta States and the prevailing economic factors.

Computation of X^2

Cell	Fo	Fe	Fo – Fe	(Fo – Fe)2	Fo – Fe)2/Fe
A	184	169	15	225.0	1.331
B	26	40.9	-14.9	-222.01	5.428
C	101	1159	-14.9	-222.01	1.915
D	43	28	15	225.0	8.035
Calculated X2 =					16.709

Critical Value of X^2 = 10.83
Degree of freedom (2 – 1) (2 – 1) = 1
Research decision
Calculated X^2 = 16.709
Critical X^2 = 10.83
α = .001

Research Result

Calculated X^2> critical X^2 @ α = .001

∴ Data are significant at 1% sampling error. An association exists between the variables. This means we should reject H_O and accept H_R. there is a relationship between TETFUND performance in tertiary institution in Edo and Delta States and the prevailing economic factors.

Discussion of Findings

Sequel on the analysis of the data, the following findings were arrived at; Hypothesis one stated that increase in infrastructural development in tertiary institutions in Edo and Delta States is a function of TETFUND provision of classroom buildings, libraries and laboratories. There was a significant relationship between the variables at calculated X^2 of 9.744, while the critical X^2 was 6.64 at 1% sampling error. The research hypothesis H_R is accepted. This is consistent with the study carried out by Banking Association of South Africa (2012). They found out the provision of various categories of infrastructure, such as water, sanitation, health center, classroom buildings etc. help to improve not only the quality of life of South African citizenry in particular but helps to improve the state of infrastructural development in both the urban and rural areas of South Africa. Similarly, the findings in hypothesis one is

also in tandem with the view of Idachaba (1991) that the provision of different types of infrastructures either directly by the government, or through its interventionist agency e.g. TETFUND have the potential of simulating growth and development in all ramifications of the nation economy ,education sector inclusive (Idachaba, 1986).

The second hypothesis stated that improved capacity building of academics staff in tertiary institutions in Edo and Delta States is dependent on TETFUND provision of staff training and development. It revealed that a significant relationship exist between the variable at calculated X^2 of 8.741, while the critical X^2 was 6.64 at 1% sampling error. The research hypothesis is accepted. This consisted with the view of World Bank (1995) that a new innovation of infrastructure development should include capacity building of personnel in public and private administration. This has the merits of synergizing the development of sub-Saharan Africa countries such as Nigeria. When, the labour force of tertiary institution, particularly the academic staff are given a fillip through capacity building, that are bound to excel. This will open a floodgate of researches and scientific breakthrough as it is in USA, India, Pakistan etc. (Osahon, 2017).

Hypotheses 3 stated that TETFUND performance is dependent on economic factors. The data analyzed revealed that there was a significant relationship between the variable at calculated X^2 of 16.709, while the critical X^2 was 10.83 at 1% sampling error. The research hypothesis H_R is accepted. This is consistent with the view of Iyayi (2008), that a host of economic factors such as corruption etc. hamstringed the development of infrastructure in tertiary institution, particularly the universities and by extension other tertiary institutions. Corruption in no measure tends to impinged on TETFUND infrastructural development drive. Other economic factors include the vacillating micro and micro economic policies being churned out by the federal government, the spiraling inflation and the unwholesome devaluation of the naira (Iyoha, 1989). All these factors mentioned in the later sentence are chronic bottlenecks militating against TETFUND infrastructural development drive in tertiary institutions in Nigeria.

Conclusion

In this paper, we have examined through survey research the germane issue on appraisal of TETFUND in infrastructural development in tertiary institutions in Nigeria. An in-depth analysis of the data brings to limelight that TETFUND has improved on the development of infrastructure in tertiary institutions. This was closely followed with a positive improvement in capacity building of personnel, particularly the teaching staff in various faculties/departments of tertiary institution in Nigeria. However, TETFUND infrastructural drive is bedeviled by variegated economic factors. These economic factor placed a dark shadows on the path of TETFUND quest for infrastructural development in tertiary institutions in Nigeria.

Recommendations

Based on the findings, the authors of the paper made some useful recommendations which include the under listed facts:

a) TETFUND must closely monitor and supervise its sponsored projects in the various tertiary institutions in Nigeria. This will prevent local contactors from colluding with some administrators of

our ivory towers from altering the original plan of building projects etc. for some pecuniary gains.

b) TETFUND need must adhere strictly to yearly intervention. A situation were funding of projects overlaps to the preceding year does not augur for proper accountability, annual budgeting and financing must be strictly followed by bureaucrats in the Federal Ministry of Education etc

c) Administrative bottlenecks such as undue delay, red-tapism in the processing of academic staff sponsorship forms programme must be removed. This tends to place serious hiccups on academic staff quest of pursuing higher degrees in local and foreign universities.

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