



ASSESSMENT OF THE UTILIZATION OF TETFUND IN INFRASTRUCTURAL DEVELOPMENT: EVIDENCE FROM SELECTED TERTIARY INSTITUTIONS IN MAIDUGURI, BORNO STATE.

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Abstract

The Nigerian Government has spent a lot of resources towards enhancing quality education in terms of infrastructure, manpower training and research through Tertiary Education Trust Fund (TETFund). However, despite these interventions, there are huge gaps in the needs of the tertiary institution in Maiduguri. This study therefore, examined the utilization of TETFund in University of Maiduguri, Ramat Polytechnic and Kashim Ibrahim College of Education in Maiduguri, Borno state, Nigeria. The population of the study was 1898 while the sample size was 330 respondents which were obtained using Yamane's formula. Data were collected by using structured questionnaire which were administered on the Respondents. Data were collected through the use of structured questionnaire and interview which were administered to the academic staff of the selected institutions and TETFund desk officers of the selected institutions and TETFund head office in Abuja. The study used descriptive and inferential tools for data analysis. The hypotheses were tested using ANOVA analysis. The findings of the study revealed that TETFund are not sufficient to meet up with the target needs of infrastructure in tertiary institutions in Maiduguri, it was concluded that the level of utilization of TETFund has impacted positively on the development of the selected Tertiary institutions in Maiduguri, Borno State. The study recommended that TETFund should make funds readily available for the timely execution of projects and there should be strict monitoring in the utilization of those funds from TET Fund.

Keywords: *TETFund Utilisation; Infrastructural Development; Tertiary institutions.*

Introduction

Globally, nations have device means of funding their tertiary institutions in order to meet with the educational yearnings and aspirations. Tertiary education is a capital intensive project that requires huge amount of resources. Most tertiary institutions in capitalist developed nations provide funds through Public Private Partnership (PPP). In America for example, private universities thrive, but where public institution exist, the government provide all resources for teaching, research and facilities. This is so because education forms the bedrock for the development of United States of America and almost all the developed nations (Godsey, 2015).

Furthermore, the need for lecturers to improve their knowledge, skills, attitudes and behaviours while on the job is even hard in developing nations than ever before for a number of reasons. For instance, academic programmes in our universities rarely adequately prepare candidates as “finished” products for their future positions and their accompanying responsibilities. There is also the issue of knowledge explosion. Tertiary institutions are also in constant flux and there are willing and unwilling lecturers to be trained and retrained on regular basis as globalization and the economy and competition for talents is becoming worldwide.

The rationale for the establishment of the Tertiary Education Trust Fund (TETFund) has been to intervene to improve on the problem of funding in Nigerian tertiary institutions. It has been observed that the role of government in financing higher education has resulted from astronomical increase the number of undergraduate enrollment of students, increasing cost of tertiary education and rising government limitations on public expenditure (Oluwalola and Abdulkarim,(2014). As such, these factors forced the government to adopt a new method of funding higher education in Nigeria. The government has set aside 2% of the revenue received by Federal Inland Revenue to be shared among the tertiary institutions; Universities to take 40%, Polytechnic 31% and Colleges of Education, 29%. The indicators for the utilization of the funds include the provision of infrastructures, the training of lecturers for further studies internationally or locally and provision of research grants to the staff of the tertiary institutions in Nigeria. The funds are meant to be utilized by state and federal owned tertiary institutions in Nigeria. It is imperative to study utilization of fund viz-a-viz the realization of the goals of the tertiary institutions in Maiduguri, Borno State. These institutions include the University of Maiduguri, Ramat Polytechnic and Kashim Ibrahim College of Education. In addition, how the fund is expended matters greatly in creating virile and lively education sector.

It against this backdrop that this paper intends to assess the utilization of TETFund in infrastructural development in selected tertiary institutions in Maiduguri.

Statement of the Problem

Since the introduction of TETFund in Nigeria in 2011, a huge amount of money has been allocated for tertiary institutions. For instance, it has been observed by Bogoro (2014) that in 2013, TETFund allocations to universities, polytechnics and colleges of education stood at N13.338 billion, N12.950 billion and N12.550 billion respectively. These meant to complement their capital allocations and internally generated revenue (IGR).

However, the utilization of these funds for infrastructural development poses challenges in tertiary institutions in Maiduguri. The challenges range from the fact that most of these tertiary institutions have been violating public procurement Act (2007) in the award of the contract, delay in projects implementation, undue and excessive political interference in the implementation of projects, corruption on the part of heads of tertiary institutions. Thus, call for an investigation to determine how TETFund resources have been utilized for infrastructural development in tertiary institutions in Maiduguri.

LITERATURE REVIEW

Utilization of Fund in the Area of Infrastructural Development in Tertiary Institutions

Funding of education in Nigerian Universities, according to Nnoli (2006), has been experiencing inadequacies in government budgetary allocation. This development has adversely affected the growth of the education sector, particularly the university system (Durosaro, 2012). The facilities in most Nigerian universities today are deplorable. School enrolments are expanding fast; but the supply of equipment and facilities cannot meet up with the expansion. In fact, there are insufficient funds to procure new equipment and facilities despite some of the existing ones becoming overstretched and obsolete. Hence, existing facilities need to be properly utilized.

Inadequate funding has resulted in poor infrastructural facilities, teaching/learning facilities; library, research, etc are also in very short supply. The problem of funding is however, not peculiar to Ebonyi State University. As noted by Mgbekem (2006), cited in Oscar (2012), the major challenge facing the management of university system in Nigeria, is inadequate funding. Besides,

Ajayi and Ekundayo (2006), also remarked that the Nigerian government over the years, has not been meeting the United National Educational Scientific and Cultural Organization (UNESCO), the recommendation of 26% of the local budget allocation to Education Sector. In view of this, the Tertiary Education Trust Fund (TETFund) was established as an intervention agency under the Education Tax Act No. 7 of 1993, (ETF, 2011).

According to Udu and Nwede (2014) TETFund Interventions in Nigerian Universities have impacted positively on the infrastructural and human development of the institutions; the implications of this for sustainable development in Nigeria are positive. The author established that the interventions of TETFund in the area of infrastructure have been massive. This if sustained can bring the desired change in the higher institutions of learning.

Fianmagbon and Obiukwu (2012) posit that TETFund contributions towards the infrastructural development of higher institutions in Nigeria have been massive which has translated into higher academic performance. This is particularly so with reference to AbiaState University where the intervention agency has provided the needed infrastructure conducive to teaching and learning.

The lecture hall, offices and laboratories are one of the most important infrastructures needed for the promotion of Teaching-learning activities in a tertiary institution. It is necessary to make provision for a conducive environment that promotes learning, especially now that UNESCO is emphasizing the concept of friendly environment. The statistics of such building will help the government know how many buildings are needed (Coombs, 1974). Fadipe and Oluchukwu (2000) also said statistics on the main component of current cost for instance are crucial to the success of the education.

Nigeria has invested heavily in infrastructure, yet the current status of classrooms, furniture, toilets, water, school administrative offices, laboratories, libraries etc. is far below national and international concepts of 'minimum standards' (Theobald, Umar, Ocheke, Sanni, 2007). TETFund (2013) has estimated that an additional 251,000 classrooms need to be constructed at a cost \$3 billion. Construction costs have risen by 48% in the last year as TETFund has produced new standards that include new specifications for roofs and floors which have proof to vulnerable to damage and deterioration.

Oluwole (2012) in his assessment of funding buildings and its environment and their implication on a functional Tertiary Education in Ondo state found out that classrooms are inadequate in terms of tendency, space, ventilation and insulation from heat. He found out that, incinerators and toilet were not conveniently placed

and poorly maintained. He thus advocates that everything on the school site should be itemized on a checklist and inspected regularly for maintenance.

A research conducted by Adepoju&Fabiya (2012) revealed that massive provision of teaching and learning facilities and improvement of existing ones will enhance programme implementation of the TETFund. The use of other facilities that enhance communication and productivity is also a mark of good performance. Falayajo et al., (1997) had assessed the learning achievement of College of Education students in Nigeria and discovered that this has not improved due to lack of basic infrastructural facilities.

Adu (2007) stated that most University Schools buildings are dilapidated and lack any form of maintenance or renovation, as such lecturers and students result in teaching and learning in unconducive classrooms. Some students sit in overcrowded classrooms and sit on the floor and in most federal universities.

Ugwuanyi (2014) found out that ETF which change to TETFund has made a significant positive impact towards improving the educational sector in Nigeria by the construction of various intervention projects and improving the teaching and learning conditions of both students and lecturers. A research conducted by Nakpodia (2001) in Delta state shows that, the existing number of libraries in the tertiary institutions ill-equipped without sufficient textbooks and learning materials. This is a pointer to the perpetual lack of funding of the tertiary institutions in Nigeria. This has culminated to the various forms of strikes embarked by the various bodies of the university, colleges of education and polytechnic in Nigeria.

Factors affecting the efficient utilization of funds for infrastructural development in tertiary institutions

Some of the Factors affecting the efficient utilization of funds for infrastructural development in tertiary institutions include but not limited to:

i) Delay in honoring invitation for Project monitoring

It was stated earlier on that disbursement of the three (3) tranches of funds are subject to the satisfactory fulfilment of some requirements by beneficiary institutions. In order to access the second and third tranches, there are conditions that must be met including verification of submissions by TETFund officers on project monitoring. In fact, as long as submissions made are not verified by the officers, the disbursement of 2nd or final tranches of funds would not be made. The problem is that, when invitations are sent to the fund, it could take a minimum of six weeks for the officers to respond. When the officers eventually visit institutions, it may take another ten weeks before actual disbursement is

made for the release of the second (2) of the final tranche. The long delay in honouring invitations for project monitoring and therefore delay in the disbursement of funds is a factor for non-completion of some on-going projects on schedule.

ii) Delay in the final disbursement of funds for procurement projects

There are situations in which beneficiary institutions get allocations for both construction and procurement related projects in a particular allocation year. Usually, the completion period for procurement project is shorter (four weeks). The completion period for a construction project may take a minimum of twelve weeks depending on the nature of the project. TETFund does not disburse the final tranche funds until all the projects for a particular year are completed – whether construction or procurement. Considering the fact that procurement projects take a shorter period of time to complete, the contractor handling this type of project is forced to wait for the longer period to be paid since TETFund would only disburse the final tranche of funds after construction projects have also been certified completed. The implication is that the final tranche of funds due to the procurement contractor cannot be accessed for a long period of time. This delayed payment may also lead to litigation since the Procurement Act of 2007 clearly states that (BPP: nd) Any payment due for more than 60 days from the date of submission of the invoice, valuation certificate or confirmation or authentication by the MDA shall be deemed a delayed payment shall attract interest at the rate specified in the contract document usually CBN rate.

iii) Delay in the disbursement of the final tranche of funds for two or more construction-related projects in a particular year:

Closely related to the issues raised above is that there is also delay in the disbursement of the final tranche of funds even when only construction projects are approved in a particular year. TETFund would only disburse the second and final tranche of funds for all construction projects at the same time. There is a problem in this. Some contractors may be more serious than others in the execution of their contracts. The more serious contractors, who execute their contracts accordingly on schedule, are forced to stop work until the less serious contractors fulfil all requirements for TETFund to disburse the second and final tranche. This may take months or even years. This situation would only lead to the accumulation of un-accessed allocated funds by TETFund.

iv) Role of Beneficiary Tertiary Educational Institutions –

On the part of the beneficiary tertiary educational institutions, they contribute to the delay in accessing intervention funds in the following ways: Inadequate/Lack of planning; The use of unqualified/incompetent professional; Engagement of

incompetent contractors/suppliers; inability to complete on-going projects among others.

METHODOLOGY

The study was conducted in Maiduguri the capital of Borno. Maiduguri Metropolitan area, is estimated to have a population of about 1,197,497 by 2009 (the World Gazette). It has three Tertiary institutions that enjoy TETFund namely; University of Maiduguri; Ramat Polytechnic Maiduguri and Kashim Ibrahim College of Education Maiduguri. Data was obtained from primary sources. The population of the study is 1898 comprising of TETFund officers and academic staff of the selected tertiary institutions. From where a sample of 330 was drawn using Yamane's formulae. Purposive sampling technique was used to select 3 higher institutions in Maiduguri. These were University of Maiduguri, Ramat Polytechnic Maiduguri, and Sir Kashim College of Education Maiduguri. Data was obtained through the use of a structured questionnaire measured on a five point Likertscale. The data was analysed using one-way analysis of variance (ANOVA). Where the ANOVA with the aid of the statistical package for Social Sciences (SPSS) version 20

Table 1 Funding and Infrastructure

<i>Variable</i>	<i>UNIMAID Freq. (%)</i>	<i>KICOE Freq. (%)</i>	<i>RAMAT Freq. (%)</i>	<i>TOTAL Freq. (%)</i>
<i>Strongly agreed</i>	78(26)	14(5)	29(10)	121(40)
<i>Agreed</i>	96(32)	22(7)	50(17)	168(56)
<i>Undecided</i>	1(0)	0(0)	5(2)	6(2)
<i>Strongly Disagreed</i>	0(0)	0(0)	1(0)	1(0)
<i>Disagreed</i>	2(1)	0(0)	4(1)	6(2)
<i>Total</i>	177 (56)	36 (12)	89 (29)	302 (100)

Source: Field Survey, 2019

Table 1. shows that majority of the respondents with 121(40%) and 168(56%) strongly agreed and agreed respectively that inadequate funding has resulted to poor infrastructural facilities, teaching/learning facilities; library, research while 6(2%) disagreed. The implication of the finding is that inadequate funding has affected the proper functioning of the higher institutions in Maiduguri.

Test of Hypotheses

HO₁: There is no significant correlation between TETFund disbursement and infrastructural provision in the selected tertiary institutions.

Table 2: ANOVA Summary of Funding and Infrastructure

	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Between Groups</i>	5.164	2	2.582	5.149	.006
<i>Within Groups</i>	149.952	299	.502		
<i>Total</i>	155.116	301			

Source: Field Survey, 2019

Decision:

The calculated value is 5.149 while the critical (table) value is 4.08. Therefore, the calculated value is more than the critical value and so the null hypothesis is rejected and concludes that there is significant correlation between TETFund disbursement and infrastructural provision in the selected tertiary institutions. It therefore meant that TETFund disbursement to a greater extent has enhanced the provision of infrastructural facilities in tertiary institutions in Maiduguri.

Discussions of Findings

The study found out that the allocations are not sufficient to meet up with the urgent needs of infrastructures in higher institutions in Maiduguri. In other words, despite the interventions of TETFund, tertiary institutions allocation for infrastructure remains largely insignificant. This corroborates the findings of Nnoli (2013) that Funding of education in Nigerian tertiary institutions is poor. It was also revealed that the states of infrastructure in the tertiary institutions in Maiduguri state are very bad. In other words, despite the interventions by TETFund there is an infrastructural gap in tertiary institutions in Maiduguri. This corroborates the finding of Durosaro (2012) that despite interventions by TETFund the facilities in most Nigerian institutions of higher learning are deplorable.

Conclusions

The study concludes that infrastructure gaps exist in the tertiary institutions in Maiduguri. The implementation of TETFund has been with certain challenges such as corruption. The study therefore, concludes that the level of utilization of TETFund has impacted positively on the provision of infrastructure. It is therefore recommended that The government should, as a matter of urgency, increase funding of infrastructure. This is with a view to filling the infrastructure

gap that exists in the tertiary institutions in Maiduguri, thereby finding a solution to overstretching of facilities.

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