



**TERTIARY EDUCATION TRUST FUND (TETFUND)  
AND PHYSICAL INFRASTRUCTURE  
DEVELOPMENT IN TERTIARY INSTITUTIONS IN  
BAUCHI STATE OF NIGERIA: A STUDY OF  
FEDERAL POLYTECHNIC BAUCHI  
2012-2019**

**OKOLO CHRISTOPHER CHUCK<sup>1</sup> PROF. YAHAYA A. ADADU<sup>2</sup>,  
DR. MUHAMMAD BELLO BABAN UMMA<sup>3</sup> & PROF.  
ABDULLAHI MUHAMMAD YAMMA<sup>4</sup>**

*<sup>1</sup>Department of General Studies, Federal Polytechnic Bauchi, Bauchi State. <sup>2,3,4</sup>Department of Political Science, Nasarawa State University, Keffi Nasarawa State*

**ABSTRACT**

*The study examined the effect of Tertiary Education Trust Fund intervention on infrastructural development in Tertiary institution in Bauchi state. The study utilized both primary and secondary method of data collection. Descriptive and used to present data, inferential Statistics was used to analyzed the data while content analysis was used to analysis the secondary data. Weighed Mean score was used to validate the research propositions using the decision rule of 3.00. Institutional Theory as propounded by Meyer and Rowan (1977) was adopted as theoretical framework. Findings from the study revealed that the state of physical infrastructure in Federal Polytechnic Bauchi before the TETFUND intervention were inadequate and dysfunctional. Findings from the study also show that, TETFund as intervention agency has addressed some of the challenges of physical infrastructure in Federal Polytechnic, Bauchi. The study recommends that, Government at different levels should be committed to educational development instead of leaving the whole weight to TETFund that is even a supporting agency. Emphasis should be on development and maintenance of physical infrastructure to avoid decay of critical infrastructure. The Federal Government should adopt full implementation of Public-Private Partnership policy to complement the effort of TETFund rather than completely depending on the agency to provide the entire physical infrastructure in the institutions. The Federal government should allocate adequate funds to*

*enable TETFund complete the on-going projects and as well initiate new ones in order to increase access to education in the country. The government should review the current 2% company tax. This is because the major source of funding available to the TETFund remains the 2% tax collected from the companies the 2% tax from accessible profit of registered companies in Nigeria, which need to be reviewed to a range between 3% to 5% so as to provide enough funding for the agency to execute her major objectives.*

**Keywords:** *Tertiary Education, Trust Fund, infrastructure, intervention, TETFund.*

## **INTRODUCTION**

The university level of education is strategic in the educational arm of the country since it is the apex among the tertiary education system. As stated by the Federal Government of Nigeria in the National Policy on Education (2004), “University education shall make optimum contribution to national development: intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation”. The importance of the university system of education cannot therefore be over-estimated. This has resulted in the continuous increase in the number of universities in the country. Today, there are 129 universities in the country comprising of 40 Federal, 38 State and 51 Private owned (National Universities Commission, 2013). Although the number of universities in the country is increasing in lips and bounds, surprisingly, none of these institutions has been able to rank among the first 400 in the world (Times Higher Education, 2013). As the giant of Africa, this scenario ought not to be so. It is based on this premise that various commissions and agencies are being set up by government to look deeply into the cause of the academic challenges confronting the university education in Nigeria. So far, the Ministry of Education and other subsidiaries such as the National Universities Commission (NUC), Tertiary Education Trust Fund (TETFund) have carried out various functions to assist in re-positioning the University system of education to an enviable height.

### **Statement of the Problem**

The poor state of infrastructure in Bauchi State Tertiary Institutions has poses great questions on the ability of TETFund to carry out its constitutional role of impending intervention projects in tertiary institution in Bauchi State. It was also noticed that the process of accessing funds from TETFund is quite complicated thereby leading to delayed in the approval of funds for the intervention projects. The problem of TETFund in the disbursement of funds

depends on the discretion of the board of trustees that makes it rather difficult and sometimes impossible to provide the desire physical infrastructure to the tertiary institutions in Bauchi State. The most challenges situation with the condition of infrastructure in most tertiary institution in Bauchi State is the fact that TETFund focuses more on the provision of new infrastructure while little attention given to the maintenance of existing infrastructure.

### **Research Questions**

- i. What is the state of physical infrastructure in Federal polytechnic, Bauchi before the TETFUND intervention?
- ii. How effective is the TETFUND intervention on the state of physical infrastructures in Federal Polytechnic, Bauchi?
- iii. Does TETFUND intervention addressed some of the challenges of physical infrastructure in Federal Polytechnic, Bauchi
- iv. What are the challenges of TETFund on infrastructure development in Federal Polytechnic, Bauchi?

### **Objectives of the Study**

The aim of this study is to investigate the extent to which TETFUND intervention projects have enhanced physical infrastructural development at Federal Polytechnic, Bauchi. The specific of objectives of the study include:

- i. To ascertain the state of physical infrastructure in Federal polytechnic, Bauchi before the TETFUND intervention.
- ii. To examine the effectiveness of TETFUND intervention on the state of physical infrastructures in Federal Polytechnic, Bauchi.
- iii. To find out whether TETFUND intervention has addressed some of the challenges of physical infrastructure in Federal Polytechnic, Bauchi.
- iv. What are the challenges of TETFund on infrastructure development in Federal Polytechnic, Bauchi?

### **Research Propositions**

The following propositions were formulated to guide the study:

- i. The state of physical infrastructure in Federal Polytechnic Bauchi before the TETFUND intervention is good state.
- ii. TETFUND intervention has effectively improved the state of physical infrastructures in Federal Polytechnic, Bauchi.
- iii. TETFUND intervention has addressed the challenges of physical infrastructure in Federal Polytechnic, Bauchi.

- iv. TETFund faces challenges of infrastructure development in Federal Polytechnic, Bauchi.

### **Significance of the Study**

This study therefore seeks to bridge this research gap. A critical assessment of the TETFund intervention programme as it relate to infrastructural development in Bauchi State. Practically, the need for the study is very important at this point in time, as the nation is experience several reforms, policy, programmed and challenges in education sector with the aimed of putting the educational system in appropriate position. The study looks at the reflection and effect of TETFUND intervention programme in Bauchi State tertiary institutions

The findings from this study would highlight the likely problems associated with TETFund intervention programme in Bauchi State tertiary institutions. The study will address the content of TETFund intervention and the degree of implementation as well as how it has impacted and transform Tertiary Institutions in Bauchi State. It will assist governmental and non-governmental organizations in resolving social, economic and political issues in the society, defining roles and responsibilities of TETFund in the educational system as well as allocation and distribution of resources among the Tertiary Institutions in the country.

Findings of the work shall help make the programme intervention or implementation in relations to the educational reforms road map.

### **Scope of the Study**

Recent reforms made effort to incorporate private tertiary institution into the intervention programme of TETFund. This study will only be limited to public or government owned tertiary institution. The study will be cover; public universities (Federal and State Government), Polytechnic and colleges of education in Bauchi State, the study period will cover only Seven (7) years from 2011 to 2018. This period was chosen because it was established in 2011 disburse, manage, and monitor education tax to government-owned tertiary institutions in Nigeria. The TETFUND scheme was formed as a product of the Education Tax Act of 1993.

### **LITERATURE REVIEW**

Variables related to the study will be review under this chapter. Conceptual issues such as TETFUND intervention, infrastructural development, challenges to TETFUND intervention will be reviewed. The provision and

development of infrastructures has been the subject of much theoretical analysis and empirical studies.

### **Concept of TETFund Intervention**

In emphasizing the importance of TETFund intervention to the educational Sector, Ogunde, (2011) affirms that, TETFund Intervention is the fund given to institutions that cover the post-secondary section of national education system. These include Universities, Polytechnics, Colleges of Technology and Education, the Advanced Teachers' Training Colleges, Correspondence Colleges and other higher institutions that are provided with infrastructural facilities due to inadequate funding of these institutions in Nigeria.

The areas of these intervention include; sponsorship of lecturers for postgraduate studies, funding constructions and refurbishment of educational facilities, promoting creative and innovative approach to learning; provision of higher educational books and funding of libraries, and provision of learning equipment.

### **Concept of Infrastructural Development**

Stohler (2015) defined Infrastructure Development from the perspectives of physical feature; a) Technical properties: These attributes are provisions in large units (Lakshmanan, 2009), limited divisibility, high capital intensity and capital coefficient, long duration of life (slow movement), little substitutability, reduced spatial mobility, restricted possibilities of import, outputs as generally used inputs, relatively long time of investment installation. The properties of the capital stocks are not unambiguously related to material infrastructure, since the same qualities in general belong to the production equipment of the chemical industry or of automobile production (Scazzieri, 2013).

### **Concept of Development**

In the past, development was about the capacity of a national economy to generate and sustain on annual increase in its gross national product (GNP) or gross domestic product (GDP). Instead of GDP or GNP, GDP per capita or GNP per capita is used for comparison across time. Although many economists will augment the above definitions to real GNP per capita, and real GNP per capita at PPP in USD for international comparison. The above

are definitions of economic growth (Preston, 2006). Scholars of development give a holistic definition of development.

Dudley (1969) suggested that development is when a country experiences a reduction or elimination of poverty, inequality and unemployment.

### **Concept of Education**

John, (2014) defined Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. This means that, Educational methods include storytelling, discussion, teaching, training and directed research. Education frequently takes place under the guidance of educators and also learners may also educate themselves.

From the above definition, Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The method of teaching is called pedagogy. Formal education is commonly divided formally into stages, such stages are pre-school or kindergarten, primary school, secondary school, colleges and university.

### **Infrastructure and Educational Development**

Salis (2002) developed a quality indicator checklist that shows what the physical environment and facilities in higher educational institutions must require both in qualitative and quantitative terms. These include availability of infrastructural development programmes (facility provision), adequacy of the facilities in terms of currency and relevance to purpose, students friendliness and centeredness of the facilities (attractive to students and suitable for their needs), regular maintenance and renewal of the dilapidated ones; the infrastructural development must be of international standard (globally acceptable) to attract foreign students, staff and recognition; and must be environmentally safe and of high sanitary standard.

### **Educational Support/Funding in Nigeria**

Eyiche (2012) stated that, in a bid to stem this challenges, the Universal and Compulsory Primary Education (UPE) was introduced in 1976, without adequate preparation in terms of the number of classrooms required, number of qualified teacher available and the extent to which available resource could last. More than thirty years after that initiative, the educational sector at all levels is still characterized by poor performance and one of major



explanations for this, is the crisis of funding, definite structures and strategies for addressing the problem. He further said that this Manifestation of poor funding of Nigeria's education from the mid-1970s into 2000 causes widespread cases of arrears of unpaid teacher's salaries, school infrastructures, and equipment are non-existent, dilapidated or grossly inadequate.

### **TETFund Act and its Intervention in Nigeria Tertiary Institution**

The Tertiary Education Trust Fund (TETFUND) was established by an Act of the National Assembly in June 2011. The Act replaced the Education Tax Fund Act Cap. E4 Laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003. Guidelines on assessing TETFUND (2015) asserted that Fund was set up to administer and disburse education tax collections to the Federal and State tertiary educational institutions in Nigeria. The main source of income available to the Fund is the 2% education tax paid from the assessable profit of companies registered in Nigeria.

### **The Role of Infrastructural Development on Economic Sectors**

Therefore, private investment capital in such social infrastructure is likely to fall far short of what is needed. In that case, it is imperative for the state to provide the finance and other complementary resources for the take-off of such social infrastructural projects. The state does not necessarily have to operate or manage a social infrastructure, but it is necessary for the state to provide guidelines for and monitor its operation. Education is a very important source of economic growth as Jhinghan (1975) quotes Galbraith as concluding that "that something is both a consumer service and a source of productive capital for the society does not detract at all from its importance as an investment. Rather it enhances that importance".

### **Overview of Infrastructural Development in Nigeria**

Mahdi, et al (2004:23) also noted, "It is obviously impossible and unthinkable that investors would contemplate on investing in Nigeria when the country has been for most of the time in total blackout". There is no doubt that many industries folded principally as a result of poor power supply and the high cost of operating with private generator and plant. The reason is that operating with plant and generator resulted in high overhead cost which

knocks off the product in the market as a result of competition with foreign products. It is almost impossible to talk of economic development as a reality in 21st century in a situation where greater percentage of operating cost of an industry is on power generation and maintenance.

### **Effects of Inadequate Funding On Performance of Tertiary Institutions on Infrastructure**

Bamiro and Adedeji (2010) indicated that the quality of teaching and research has fallen considerably because of lack of adequate teaching and research materials, coupled with overcrowded un-conducive teaching and learning environment. They noted that the Nigerian government spends just 0.1 percent on research, while federal universities spend only 1.3 percent of their budgets on research. This has implications for development, because research constitutes a veritable catalyst for the economic advancement of nations and adequate funding is the propeller for research. The effects of inadequate funding are evident in the fact that the physical facilities in respective universities are in a state of disrepair, several capital and research projects have been abandoned, laboratories and libraries are ill equipped, academic staff do not attend conferences regularly and there is a drastic reduction in the award of research grants and fellowship.

### **Causes of Poor Infrastructure Development in Bauchi State**

The truth remains that the major causes of poor infrastructure development that permeate Bauchi State and indeed Nigeria find their roots in the structural, systemic and socio-political lapses that are inherent from the past historical realities of colonial administration. This is worsened in the contemporary experience of the neo- colonialism, militarism and the current political maneuvering of the present bourgeois democrats. There has been no clear and implemented political manifesto and ideology with regards to good governance in Bauchi State especially since independence. Habu (2008:156) asserted that: One of the challenges of development process in Nigeria as in other African societies has been most pronounced in the area of good governance... it lies with the operators of the system of governance in the country, the local and International elites and their perception of what democracy entails, represents and meant for society. Good governance remains a theory that has not found relevance in the concept of empiricism



and testability in Nigeria; it remains a utopian theory, a million miles journey that is waiting for a takeoff grant.

### **Empirical Review**

#### **State of physical infrastructure in Federal polytechnic, Bauchi before the TETFUND intervention**

Agha (2014) examined funding of University education in Nigeria and its implications on the performance of these institutions. The African Political Economy Model was used in explaining the state of Nigerian universities. The findings revealed that although the federal government provides about 90% of the funding, it has not been able to successfully finance the system. This is evident in the poor quality of teaching, research, infrastructure, and poor quality of conditions of work.

#### **Effectiveness of TETFUND intervention on the state of physical infrastructures in Federal Polytechnic, Bauchi**

Agha (2014) examined funding university Education in Nigeria and its implications on the performance of these institutions. The African political economy model was used in explaining the financial state of Nigerian Universities. The findings revealed that although the Federal Government provides about 90 percent funds, it has not been able to successfully finance the system due to economic, social and political depression. This is evident in poor quality of teaching and research, poor conditions of work and insufficient attention to staff development. The consequence is that goals of university education in Nigeria are yet to be achieved.

#### **TETFUND intervention has addressed some of the challenges of physical infrastructure in Federal Polytechnic, Bauchi.**

Udu & Nkwede (2014) examined the impact of TETFund Interventions in Nigerian Universities and its implications for sustainable development with special attention on EBSU. Content Analytical Approach was adopted while Public Goods Theory was used as a theoretical framework. The study reviewed the contributions of scholars in this field. Data were extensively sourced from documentary papers from which the three major objectives of the study were accomplished. The study finds that TETFund Interventions in Nigerian Universities particularly EBSU have impacted positively on the

infrastructural and human development of the institutions; the implications of this for sustainable development is also positive.

### **The challenges of TETFund on infrastructure development in Federal Polytechnic, Bauchi**

Ekundayo and Ajayi (2009) examined the myriads of problems militating against the effective management of the Nigeria university education system. According to their study, these include: financial crisis, poor infrastructure, and brain-drain, erosion of university autonomy, graduate unemployment, volatile and militant students' unionism, secret cults, examination malpractices and sexual harassment.

The author also found that "human capital components of infrastructure appear to have impact on growth as expenditure on health care and education record statistically insignificant impact on growth." He avers "the fact that the variables have positive correlation is however encouraging as it suggests that if efficiently applied, public spending on the services is capable of impacting positively and strongly on growth.

### **Theoretical Framework**

#### **Institutional Theory**

New Institutional theory streams have become leading and widely shared references in political science and administration (Frederickson 1999). Because they consider public institutions through three different lenses - as pillars of political order, as outcomes of societal values, and as self-constructed social systems, they offer exciting arenas for academic debates as well as they also provide pragmatic or architectonic principles. This means that, Institutional theory is a theory on the deeper and more resilient aspects of social structure. It considers the processes by which structures, including schemes; rules, norms, and routines, become established as authoritative guidelines for social behaviour.

### **METHODOLOGY**

#### **Research Design**

The study employed mix research design comprising of Survey, documentary and case studies design. The reason for adopting survey is because it often focuses on the characteristics of a population. It also gives valid and reliable information and the result can be analyzed easily for quick

action or necessary intervention. The rationale for choosing documentary design is that, it is conducted to review a set of documents for historical or social value and to create a larger narrative through the study of multiple documents surrounding the issues of TETFUND interventions.

**Table showing distribution of sample size**

S/N	Target Population	Total population Federal Poly Bauchi
1.	Contractors,	164
2.	Works Department	18
3.	Physical Planning Unit	24
4.	TETFund Desk Officers Fed. Poly. Bauchi Bauchi	1
5.	Council Members	7
	<b>Total</b>	<b>214</b>

**Source: Author's Computation, 2021**

### **Methods of Data collection**

The study utilized both primary and secondary method of data collection. The primary data consists of Questionnaire, Interview and personal observation while, secondary method consists past records and other related documents on the TETFund and Infrastructural development.

### **DATA ANALYSIS**

#### **Effectiveness of TETFUND intervention on the state of physical infrastructures in Abubakar Tafawa Balewa University and Federal polytechnic, Bauchi**

		Frequency	Percent	Cumulative Percent
<b>Valid</b>	Highly Ineffective	23	10.7	10.7
	Ineffective	53	24.8	24.8
	Undecided	31	14.5	14.5
	Effective	97	45.3	45.3
	Highly Effective	41	19.2	19.2
	<b>Total</b>		<b>214</b>	<b>100.0</b>

**Source: Field Survey, 2021**

Table 4.4 shows that, 23 respondents representing 10.7% were of the opinion that TETFUND intervention on the state of physical infrastructures in

Abubakar Tafawa Balewa University and Federal polytechnic, Bauchi is Highly Ineffective, 53 respondents representing 24.6% were of the opinion that TETFUND intervention on the state of physical infrastructures in Abubakar Tafawa Balewa University is Ineffective. 31 respondents representing 14.5% could not ascertain whether the TETFUND intervention on the state of physical infrastructures in Abubakar Tafawa Balewa University and Federal polytechnic, Bauchi is effective or not. 97 respondents representing 45.3% were of the opinion that TETFUND intervention on the state of physical infrastructures in Abubakar Tafawa Balewa University is effective while, 41 respondents representing 19.2% were of the opinion that TETFUND intervention on the state of physical infrastructures in Abubakar Tafawa Balewa University and Federal polytechnic, Bauchi is highly effective.

**Table 4.2: The state of physical infrastructure in Federal Polytechnic Bauchi before the TETFUND intervention is adequate and functional.**

**Table Calculation of Critical Value of Weighted Means Score**

Variable	HA	A	U	I	HI	Total	Number of Respondents/Score	Weighted Mean
<b>Responses</b>	23	53	31	97	41	214		953/214
<b>Grading</b>	5	4	3	2	1	-		-
<b>Total</b>	7	122	82	155	79	445/214		2.1
<b>Value</b>								
<b>Decision</b>	-	-	-			-		Invalid

**Source: Author's Computation, 2021**

The result of the calculated weighted means score  $X^2 = 2.1$ . The calculated  $X^2$  value is scientifically invalid because the calculated  $X^2$  value is less than or equal to  $\geq 2.00$ . The study therefore invalidates the earlier stated the proposition which stated that, “the state of physical infrastructure in Federal Polytechnic Bauchi before the TETFUND intervention is adequate and functional. From the analysis, the study concludes that, the state of physical infrastructure in Federal Polytechnic Bauchi before the TETFUND intervention is inadequate and dysfunctional”. This finding is line with the interview conducted “The laboratories and the Faculty/Departmental libraries stock are all obsolete, there are aging facilities, dilapidated furniture

and degrading infrastructure, combined with explosion in student enrolment against diminishing funds.

### **Discussion of Findings**

Finding from the study revealed that, TETFUND intervention has effectively improved the state of physical infrastructures in Federal Polytechnic Bauchi”. This finding is in line with the interview conducted on the effect of TETFund intervention in ATBU, it was been observed that “without the intervention of the TETFUND, Nigeria Tertiary education sector will have been in shambles considering the degree of infrastructure decay in all of the Universities and other Tertiary institutions in the country. The study further shows that, TETFUND has save Federal Polytechnic Bauchi from fast decaying as all the resources for education process are in short supply, but with the help of TETFUND, Lecture halls, laboratories, students' hostels, library space, books and journals and office spaces in the polytechnic are been given seriously consideration. This has improved equipment for teaching, research and learning in the Polytechnic. This finding is in agreement with the study conducted by Fabiyi and Uzoka, (2018) whose finding also revealed that, State of Physical Facilities in Nigerian Universities can be repositioned towards Quality in African Higher Education only when planning and designs of educational facilities for are substantial provided.

### **Summary**

Finding from the study revealed that, the state of physical infrastructure in Federal Polytechnic Bauchi before the TETFUND intervention is inadequate and dysfunctional”. Finding from the study revealed that, TETFUND intervention has effectively improved the state of physical infrastructures in Federal Polytechnic Bauchi. Finding from the study shows that, “TETFUND intervention has effectively improved the state of physical infrastructures in Federal Polytechnic Bauchi”.

### **Conclusion**

Tertiary Education Trust Fund as a scheme has disbursed, managed, and monitored fund for the provision of physical infrastructure in Federal Polytechnic Bauchi. The study concludes that, the provision of these physical infrastructural facilities has enhanced the sustainable infrastructural

development Federal Polytechnic Bauchi. In view of the discoveries of this study, there is a significant and positive relationship between Tertiary Education Trust Fund (TETFund) intervention and improvement of physical infrastructure in Federal Polytechnic Bauchi. The study further affirms that there is a reasonable imprint to show the execution of TETFund viz-a-viz its interventionist projects in the selected Tertiary institutions in Nigeria.

### **Recommendations**

- i. In order to address the challenges TETFund on infrastructural development, Federal Government should allocate adequate fund to enable them complete the on-going projects and as well initiate new projects in order to increase access to education in the country. The government should review the current 2% company tax. This is because, the major source of funding available to the TETFund remains the 2% tax collected from profits of registered companies in Nigeria. The 2% tax from the profit of registered companies needs to be reviewed to a range between 3% to 5% so as to provide enough funds for the agency to execute her major objectives.
- ii. The Federal Government should adopt full implementation of Public-Private Partnership policy to complement the effort of TETFUND rather than completely depending on TETFUND to provide the needed physical infrastructure in the institutions that have been evident from the projects executed by TETFund in the two institutions.

### **References**

- Adedeji, S. & Babalola, J. (Eds) (2003). *Contemporary issues in Educational Management: A Book of Honour*, Ibadan, Department of Educational Management.
- African Development Bank, (2012). "An Infrastructure Action Plan for Nigeria: Closing the Infrastructure Gap and Accelerating Economic Transformation". *ADB Group report Africa Economic Outlook, 2013. Nigeria Economic Outlook.AEO Report.*
- African Institute for Applied Economics (AIAE), (2010). *Sustainability of Economic Growth in Nigeria: The Role of the Renewable Natural Resource, of Research Findings and Policy implications.* Enugu, King Publishing Nigeria.
- Agha, I. (2014). "Funding University Education in Nigeria and its implications on the performance of these institutions" .*Journal of Educational development Vol. 4 (2).*
- Ajayi, I. A. & Ekundayo, H. T. (2006). "Funding Initiatives in University Education in Nigeria". *A paper presented at the National Conference of Nigeria Association for*



- Education Administration and Planning (NAEAP) Enugu State University of Science and Technology Development at Local Government Level Modules 1-4, UNDP Training Manual.*
- Bamiro, O.A. and Adedeji, O.S. (2010). *Sustainable Financing of higher education in Nigeria*. Ibadan: Ibadan University Press.
- Central Bank of Nigeria (CBN) (2012). "Annual report and Statement of Accounts ECA (2009) Enhancing Africa's Competitiveness". *Policy issue in National Resources and Science and Technology. Economic Commission for Africa (ECA), Secretariat Report, ECA/ESPD working paper 2010/3, Economic Commission for Africa, Economic and Social Policy Division, Addis Ababa.*
- Dudley, S. (1969). "The Meaning of Development" *paper presented at the Eleventh World Conference of the Society for International Development, New Delhi.*
- Ekundayo, H. T. & Ajayi, I. A. (2009). "Towards effective management of university education in Nigeria". *International NGO Journal Vol. 4 (8), pp. 342-347, August, 2009. Available online at <http://www.academicjournals.org/INGOJ>.*
- Fabiya, A. and Uzoka, N. (2018). State of Physical Facilities in Nigerian Universities: Implication for Repositioning Tertiary Institutions for Global Competition. *Towards Quality in African Higher Education, Journal of Development. Vol. 3(2), 21-29.*
- Federal Government of Nigeria (2004). "National Policy on Education", Lagos, FGN Printer.
- Federal Government of Nigeria, (2004). *National Policy on Education*, Lagos, FGN Printer.
- International Association of Universities (IAU) (2000). "Nigeria-education system". *Data for academic year: 2000-2001.*
- John. D. (2014). *Education and Development*. London. The Free Press.
- Mahdi, A. (2004). "We can actualize our Dream as a Nation". *A paper delivered at the 6th Annual Public Lecture organized by Rivers State chapter of ABU Alumni Association on 10th December, 2004.*
- Preston, P.W. (2006). *Development Theory: An Introduction*. Blackwell Publishers, U.K.,
- Sewell, W. (1992). A Theory of Structure: Duality, Agency, and Transformation. *American Journal of Sociology, 98(1), 1-29.*
- Stohler, J. (2015). The rational planning of the infrastructure. *Economic policy, 11(2), 279-308.*
- Subair, S. T., Okotoni, C. A. and Adebakin, A. B. (2012). Perceived Quality of Infrastructure in Selected Nigerian Universities. *Makerere Journal of Higher Education, 4(1), 111 – 124*
- TETFund News Panaroma (2013). "Tertiary Education Trust Fund". February Edition," Retrieved from [www.tetfund.gov.ng](http://www.tetfund.gov.ng).
- TETFund, (2012). "Fund Allocations". Retrieved from [www.vanguard.ng.com](http://www.vanguard.ng.com).

Udu, L. E. & Nkwede, J. O. (2014). “Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki”. *Journal of Sustainable Development*; Vol. 7, No. 4; 2014.