

**EXTENT TETFUND FUNDING OF PHYSICAL INFRASTRUCTURE AND  
EQUIPMENT HAS IMPROVED THE QUALITY OF HIGHER EDUCATION IN  
EBONYI STATE, NIGERIA**

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**Abstract**

Higher education is a key factor in the development of any nation as its quality can determine the level of a nation's capacity for progress and growth. However, funding of physical infrastructure and equipment for higher education facilities has been a perennial challenge in Nigeria. As part of its efforts towards achieving quality, the Federal Government of Nigeria, through the Tertiary Education Trust Fund (TETFund) has been involved in the provision of infrastructural and equipment grants to higher institutions in the country. This study, therefore, examines the extent of TETFund funding of physical infrastructure and equipment and its impact on the quality of higher education in Ebonyi State, Nigeria. The descriptive research design was adopted for the study. A population of 1,372 lecturers from three Higher Institutions in Ebonyi State. A sample of 230 respondents was selected for the study through the multi-stage sampling technique from the two universities and Colleges of Education in Ebonyi State. Data were collected through structured questionnaire instrument and analyzed using descriptive statistics such as frequency counts and percentages. The results of the study revealed that the level of TETFund funding of physical infrastructure and equipment was generally adequate in all the higher institutions in the state. The study also revealed that there has been a significant increase in the quality of higher education in Ebonyi State as a result of the funding. The study concluded that TETFund interventions have had a positive impact on the quality of higher education in Ebonyi State. The study therefore

recommends that the Federal Government of Nigeria should increase the level of TETFund funding of physical infrastructure and equipment for higher institutions in the state as one of the measures of improving the quality of higher education.

**Keywords:** Physical Infrastructure, Tertiary Education and Funding.

## Introduction

**Physical Infrastructure and Quality of Tertiary Education** There is need for physical Infrastructure in tertiary institutions, to use requisite infrastructures to teach the skills and knowledge that students need in 21st century. For lecturers to be more productive, they need adequate infrastructural tools in their teaching and learning. Infrastructure is vital in achieving effectiveness in the teaching and learning in tertiary institutions in Enugu State. Adequate Infrastructure and Provision of educational facilities and infrastructural development is very vital for the achievement of educational goals in tertiary Institutions in Enugu State. Onyali and Ezugbo (2018) also noted that many lecturers lack the requisite ICT related knowledge needed in tertiary institutions and this constitute one of the main impediments to the realization of their ICT related goals.

Education is regarded as the best tool needed to reform man and the society in general. In so doing, colleges of education are the factory or the breeding ground for future teachers of a nation. The Federal Republic of Nigeria (FRN, 2004) defines colleges of education as institutions specially designed to provide the needed human resources for the overall turnaround of a nation. Adegbenjo (2011) stressed that it is important for students to develop ICTs skills since this skill is required for effective and efficient performance on the job. Funding of education and indeed educational management has always been a problem. For education to achieve the desired effect of development and integration, it has to have adequate funding. Funding is a tool for quality assurance in a field like Educational Management. Education when properly funded will create an avenue through which students develop abilities, attitudes and other forms of behaviors of positive value to the society. According to Aja-okorie(2019), funding of education in Nigeria should be jointly funded. The quality of equipment and facilities in tertiary institutions have both deteriorated and the existing ones are grossly inadequate for the large number of students admitted per programme. Also the challenge posed by globalization, Information and Communication Technology (ICT), high level of corruption, poor maintenance culture in the system, infrastructural decay and inadequate teaching materials, equipment and facilities have effect on curriculum, methodology, facilities, staff and equipment.

Commenting on infrastructural decay, Idogo (2011) posits that the infrastructural inadequacies in the Nigerian Universities are other areas which pose hindrances to learning and research work. Odetunde in Idogho (2011, p.15) asserts: „unfortunately, today students are learning in dilapidated buildings, environmentally depressing and learning disability situations, yet some of these students

are still excellent", for the students, Idogho added, "it is simply a means to acquire certificates and not the development of their cognitive and social powers". It is of note that infrastructural decay in Nigerian Universities ranges from lack of provision and maintenance of classroom blocks, administrative blocks, conducive hostel accommodations, to befitting library and laboratory buildings. Insufficient office spaces for staff and poor or lack of staff quarters may have been counter-productive in teaching and learning in these universities. The term "Infrastructure" refers to the basic systems and services that are necessary for a country or an organization such as buildings, transport, water, power supplies and administrative system (Hornby, 2000 in Shibu 2017).

Looking up on essential physical infrastructure development in Nigeria Universities for teaching and learning, Nwakaudu (2013) asserts that the key areas that have benefited from an action plan clearly spelt out in the Federal Ministry of Education Action plan, tagged "four year strategic plan, 2011-2015", include the construction and improvement of classroom/lecture theatres, the construction of new and improvement of existing laboratories, the construction and improvement of libraries and construction and improvement of administrative blocks.

To Fulmer (2009), infrastructure refers to the fundamental facilities and systems serving a country, city, or area including the services and facilities necessary for its economy to function. It includes technical structure like roads, bridges, tunnels, water supply, sewers, electrical grids, telecommunications and so forth, and can be defined as the physical components of interrelated systems, commodities, and services essential to enable, sustain or enhance societal living conditions. This is why the researcher wants to know the extent TETFund provision of infrastructure and facilities in tertiary institutions in Enugu State.

### **Statement of Problem**

In all the tertiary institutions in the country TETFund have made huge contributions and donations to make sure that higher education is functioning very well. Even after all these support and sponsoring, there are still many problems. ASUU strike is still, no revitalization fund, Earned allowances and other problems regarding to the lecturers' welfare, and so on. The question is to know the extent TETFund funding of physical infrastructure and equipment has improved the quality of higher education in Enugu States.

### **Purpose of the Study**

The purpose of this study is to extent TETFund of physical infrastructure and equipment has improved the quality of higher education in Enugu States. Specifically, the study seeks to:

1. To ascertain the extent TETFund provide Library facilities for effective teaching and learning in the tertiary institutions in Enugu State?

2. To determine extent does TETFund provide classroom facilities for effective teaching and learning in the tertiary institutions in Enugu State?

### Research Questions

This study, the following research questions are stated.

1. To what extent does TETFund provide Library facilities for effective teaching and learning in the tertiary institutions in Enugu State?
2. To what extent does TETFund provide classroom facilities for effective teaching and learning in the tertiary institutions in Enugu State?

### Methodology

#### Research Design

The study adopted descriptive survey design.

This study was conducted in Enugu State using tertiary institutions in the State, which includes; Enugu State University of Science and Technology, Institute of Management and Technology (IMT), and Enugu State College of Education, Technical, existence of TETFund intervention in the tertiary institutions.

The population of the study comprises all Ebonyi State College of Education (718), Ebonyi State University (94) and Alex Ekwueme Federal University of Agriculture IKWO(560) lecturers in the three tertiary institutions in Ebonyi State is 1,372. The population size was obtained from National Bureau of Statistics 2020 records of the tertiary institutions in Ebonyi State.

The entire population of the study was two hundred and thirty-five (230) lecturers. This size was considered manageable for the study hence, random sampling was used to draw the sample size. In EBSU 10 lecturers from 10 departments (100), in AEFUNAI 10 lecturers from 10 departments (100) and in ESCE 5 lecturer from 6 departments was randomly selected making it the total number of 230 lecturers.

The instrument used for data collection was a structured questionnaire. The instrument has a 5 points rating scale of very high extent (VHE) -5 points; high extent (HE) -4 points; moderate extent (ME) 3 points; low extent (LE) -2 points; and very low extent (VLE)-1 point. The respondents were required to choose only one option for assessment of the situation for each questionnaire item.

The instrument was validated by three experts. One of the experts came from the Department of Educational foundation. Two from the Educational foundation Department, Nnamdi Azikiwe University and the third one from Measurement and Evaluation in the same University. Comments,

criticisms, advice and suggestions of the experts were adequately taken into consideration before the final copy of the questionnaire was produced.

The Cronbach Alpha was used to determine the internal consistency of the items. The reliability coefficient obtained for the clusters were 0.72, and 0.60, respectively. These figures were considered high enough for the instrument to be reliable.

Copies of the data collection instrument were personally administered by the researcher with the assistance of two research assistants. The research assistants were briefed on how to administer and collect copies of the questionnaire. The research assistants visited the institutions and administered the instrument personally to the staff involved in the study. In the final analysis, 230 copies of the completed questionnaire (98%) were retrieved and used for the study while 5 copies representing 2% were lost.

Descriptive statistics of simple percentage, mean and standard deviation were used to analyze data related to the research questions. The mean and standard deviation were regarded as the measure which best represents the entire distribution of the data. Real limit of values was used for taking decisions on the items as 2.50.

Tables are used in the presentation of results in accordance with the two research questions formulated for the study. Analysis of Data Related

### Research Question one

To what extent does TETFund provide Library facilities for effective teaching and learning in the tertiary institutions in Enugu State?

### Respondents' Mean Responses on (TETFund) Provision of library facilities in tertiary institutions in Enugu state. N=230

S/N	Aspects of TETFund provision of Library facilities in Enugu State	$\bar{X}$	SD	Remarks
1.	Tetfund has build an ultra modern library for my school	2.60	0.85	Moderate Extent
2.	Tetfund has assisted in the provision of books in the library	3.00	0.59	High Extent
3.	Rebuilding dilapidated library building by Tetfund	2.53	0.52	Very High Extent

4.	There were insufficient seats in library before Tetfund interventions	3.57	1.23	Moderate Extent
5.	Tetfund has helped in the provision of other library equipment's which enhance students' performance over time	2.87	0.85	High Extent
Total		14.57	4.04	High Extent

**Source: Field work 2023**

The Data in Table 1 revealed that the mean values of the respondents ranged from 2.00 to 3.76. Items 1, 2, 3, 4, and 5 have mean values which ranged from 3.50-4.49. This implies that the respondents agreed that TETFund contribution to provision of library facilities equipment have to a high extent in tertiary institutions in Enugu State. The results of this study equally revealed that the standard deviation of the items ranged from 0.52 to 1.23, indicating that the respondents are not wide apart in their mean ratings with a grand mean of 3.72. The study shows that TETFund provision in the area of library equipment has to a very high extent.

## Research Question Two

To what extent does TETFund provide classroom facilities for effective teaching and learning in the tertiary institutions in Enugu State?

**Respondents' Mean Responses on (TETFund) Provision of classroom facilities in tertiary institutions in Enugu state. N=230**

S/N	Aspects of classroom facilities	<i>X</i>	SD	Remarks
6.	Tetfund has helped in changing classroom setting from analog to digital	3.00	0.64	Moderate Extent
7.	Tetfund has provided teachers with adequate instructional material.	2.59	0.55	Moderate Extent
8.	The gap between teacher and modern day office technology has been bridged by Tetfund through in-service training.	3.23	0.70	Very High Extent
9.	Tetfund has provided all the classrooms with magic board and lecturers can effectively utilize various teaching methods and teaching aids	3.54	0.70	High Extent

10 Professional development activities sponsored by tetfund	4.00	0.74	High Extent
allow lecturers to acquire new experiences which improves the quality of students.			
Total	16.36	3.33	High Extent

**Source: Field work 2023**

The Data in Table 2 revealed that the mean values of the respondents ranged from 2.01 to 4.34. Items 6, 7, 8, 9, and 10 have mean values which ranged from 3.50-4.49. This implies that the respondents agreed that TETFund sponsorship of classroom facilities have to a high extent improved the quality of education in tertiary institutions in Ebonyi State. The results equally revealed that the standard deviation of the items ranged from 0.55 to 0.93, indicating that the respondents are not wide apart in the mean ratings with a grand mean of 4.15, the study shows that TETFund sponsorship in the area of classroom has to a high extent improved the quality of education in tertiary institutions in Ebonyi State.

**Discussions of the Findings**

The major findings of the study are summarized as follows:

1. TETFund provision in the area of Library facilities in Ebonyi State equipment has to very high extent improved the quality of education in tertiary institutions in Ebonyi State.
2. TETFund sponsorship in the area of classroom facilities have to a high extent improved the quality of education in tertiary institutions in Ebonyi State.

**Educational Implication of the Study**

The findings of this study have far reaching educational and policy implications on universities. This is because empirically, universities are central to the development of all countries, although unfortunately this notion has not been given sufficient momentum in Nigeria. The implication therefore is that there is need for adequate funding of tertiary institutions to meet international standards so as to meet the global requirements of producing requisite manpower that will serve in different capacities and contribute positively to the socio-economic and political development of the country. The findings of this study have far reaching implications for the government of Nigeria because improved quality of education is associated with improvement in the livelihoods of individuals and higher productivity and thus economic growth of nation.



## Recommendations

The following recommendations were made from the study:

1. There is need for Evaluation and monitoring. This involves a formal process carried out within the school setting. The aim of evaluation and monitoring as a quality of the physical infrastructure.
2. Monitor the Library the books and other facilities.

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