



## **ASSESSMENT OF TERTIARY EDUCATION TRUST FUND IN ACHIEVING THE PROVISION OF FACILITIES IN PUBLIC UNIVERSITIES IN AKWA-IBOM STATE**

**BY**

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### **Abstract**

This study assessed the extent of Tertiary Education Trust Fund (TetFund) in achieving the provisions of facilities in public Universities in Akwa Ibom. Three Objectives, Three Research Questions and Three Hypotheses guided the Study. The study adopted a descriptive survey research design. A sample of 235 respondents which comprised 12 Principal Officers and 223 lecturers were used for the study. The study adopted a multi-staged sampling procedure. The instrument for data collection was a 30-item questionnaire titled: Assessment of Tetfund Infrastructural Provision Questionnaire (ATIPQ). The copies of the instrument were validated by three experts, two in Educational Administration and Planning and one from measurement and evaluation, all in College of Education, Michael Okpara University of Agriculture, Umudike, Abia State. Cronbach Alpha statistic was used to determine the internal consistency of the instrument which yielded 0.89 coefficient. Three briefed research assistants helped in the administration and collection of the instrument. Out of 235 copies of the questionnaire administered, 219 copies representing 93 percent return rate were used for data analysis. Mean and standard deviation was used to answer the five research questions raised for the study while t-test statistic was used to test the three null hypotheses raised for the study at 0.05 level of significance. The findings showed among others that Tetfund provided infrastructural facilities such as Classroom facilities and Library facilities, to a low extent while it provided ICT facilities to a very low extent. Based on the findings, the study therefore recommended among others that Tetfund should adequately provide classroom facilities to Public Universities especially those ones that suffer gross lack of facilities. It was equally recommended that Government should make more funds available to TetFund to enable the agency provide adequate facilities to Public Universities.

### **Introduction**

Education is the foundation of social and economic development of any nation. This is because through education individual are trained to become literate and aware of their social, economic and physical environment. According to Akpatohwo and Ogeibiri (2018), education is the instrument used to incorporate

a person into society in order to attain self-actualization, build national consciousness, foster national unity and aim for physical, economic, political, science, cultural and technical development. Education is a significant factor in the growth and development of every individual and society at large. It is a vital instrument that can be used to change the world. The Central Bank of



Nigeria views the role of education as a means of understanding, controlling and redesigning human environment.

It is a major factor for social formation, national stability, security, unity and prosperity. Onuma (2017) noted that education constitutes the core of human development, national development and most crucial institution for empowering youths with knowledge and skills. In turn, it provides the youths with access to productive employment. No wonder the 20<sup>th</sup> Nigerian Economic Summit described education as the sector which holds the key to national development and Nigeria's ability to compete on the global stage. Duvie (2017) averred that education is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration of Human Rights. It is also a means through which political, economic and social change can be fostered. Therefore educational opportunities for citizens happen to be a sure vehicle to achieve these objectives. The development of the nation and that of the individual, lie on education.

Saliently, there are three levels of education operating in Nigeria, namely, the Primary, Secondary and the tertiary education. While the basics and post primary schools constitute the primary and secondary levels of education respectively, the universities, polytechnics colleges of education and innovation enterprises institutions belong to the third level which is the tertiary education or higher

institutions. According to National Policy on Education (2013) by Federal Republic of Nigeria; the goals of Tertiary Educational Institutions shall be: to contribute to national development through high level manpower training, provide assessable and affordable quality learning opportunities in formal and informal education in response to the need and interest of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortage through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community services; forge and cement national unity and promote national international understanding and interaction.

Tertiary Educational Institutions was designed to pursue its goals through quality student intake, quality teaching and learning, research and development, high standard in the quality of facilities, services and resources, staff welfare and development programmes; provision of a more practical based curriculum relevant to the needs of the labour market generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy, a variety of flexible learning modes including full-time, part-time, block release, day-release and sandwich,



programmes; access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund), Students Industrial Work Experience Scheme, (SIWES) that is well structured, coordinated and supervised; maintenance of minimum educational standards through appropriate regulatory agencies and all-inclusive credible admissions policy for national unity, supporting affordable, and equitable access to tertiary education through scholarships and students' loans, inter-institutional co-operation and linkages and dedicated services to the community through extra-mural and extension services.

The funding of public tertiary education in Nigeria has long emerged as a critical challenge to the promotion of good tertiary educational standard, maintenance of physical infrastructure, training of lecturers and funding of research in the country, among others. These issues have caused friction between the staff of tertiary institutions and the government, leading to the obstruction in academic work. Higher institutions in the country have often resorted to strike actions to press home their demands for better working conditions and funding of education. The seeds of Academic Staff Union of Nigerian Universities (ASUU) strikes were sown in 1981 when the first agreement with the Federal Government was signed with plan to review after three years.

Consequently, the neglect of the educational sector has implications for other sectors in the country. According to Mgbekem (2006) the major challenge facing the management of higher education in Nigeria is inadequate funding. To address the problem of funding specifically tertiary education, TETFund was established as an intervention agency under the TETFund ACT-Tertiary Education Trust Fund (Establishment Act, 2011). The Act repeals the Education Tax Act Cap. E4, Laws of the Federation of Nigeria, 2004 and Education Tax Fund Act No.17, 2003, which were the enabling legal foundations for ETF (TETFund, 2017). Its areas of 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 TETFund was established at a time when the educational sector at the tertiary level had suffered many years of neglect by successive governments.

According to the guideline for accessing TETFund interventions funds, it is “ mandated to administer, manage and disburse the 20% Education Tax collected from the registered companies in Nigeria for the primary purpose of providing auxiliary support for the general improvement of education in Public Tertiary Institution” (TETFund, 2015). TETFund disburse its funds to all public tertiary



institutions in Nigeria, whether at federal, state or local government levels. All that the public tertiary institution needs to do is to follow the guidelines for accessing funds from TETFund by presenting a viable proposal(s) for the project it wants to execute. This poses lots of problems facing the sector. Beneficiaries of the funds have to use it properly for rehabilitation, restoration and consolidation of education infrastructure and facilities and other learning resources including manpower, libraries and laboratories, amongst others. To access the funds, institutions that had previously benefited from the Fund are required to render a satisfactory and credible account of previous funding as a yardstick to qualify for more funding. This is to ensure the development of the educational sector, with specific focus on public tertiary institutions in Nigeria (TETFund, 2015).

Classroom facility is one of the major capital projects in the university that is been supported by TETFUND. In essence, most of the university classrooms or lecture halls are built with TETFUND. A room, often in a school, where classes take place is referred to as classroom. A classroom or school room is a room dedicated primary to teaching or learning activities. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take

place uninterrupted by other distracters Nwagu (2010) opined that classroom constitute the most basic facilities that every school must have.” Ainon and Rosmanzuru (2018) argued that a classroom is a learning place in which students gain skills and knowledge. It plays an important part in maintaining students academic achievement. On this premise, Suleman and Hussain (2014) stated that students can perform well in their studies if there are a good atmosphere and condition in the classroom. Suleman and Hussain (2014) contended that students become more interesting in their learning process and teachers can easily manage their students with good manners and instructions when there is effective classroom management. In a nutshell, most universities and other tertiary institutions of learning in Nigeria has actually been benefactors of TETFUND projects for infrastructural facility development. This development has really paved way for enhancing conducive learning environment. This development of using tetfund for infrastructural development has attributed to global view of most universities in Nigeria in terms of serenity and environmental friendliness. Another surrogate of using tetfund in university development is provision of library facility through tetfund.

A school library is a resource centre located within a school where teachers and students have access to a variety information resources. Fleming in Odu (2018) defined library use



education as various programmes of instruction, education and exploration provided by libraries to users to enable them to make effective, efficient and independent use of information sources and services to which these libraries provide access. Mkumbo (2016) observed that, using libraries enable people to get opportunities to learn and educate themselves in various aspect related to their daily life as well as building knowledge and understanding of the world, making informed decisions and consequently working productively in solving problems. Most modern and e-Library facilities in the universities and other tertiary institutions of learning are acquired through tetfund. This access to tetfund has always made it easier for educational clients and its participants to have access to relevant information in either in hard or softcopy at their convenience.

Academic libraries are valuable facilities in any learning institution because they provide an environment for students to advance their knowledge. Libraries are also valuable to teaching staff (faculty) because they provide an enabling research environment (Saunders, 2015). Alandeniyi and Arikawe (2017) acknowledged that libraries are very essential in any organization, especially in higher institutions of learning. Library information resources are vital ingredients in the library. Barfi, Afful-Athur, and Agyapong (2017) affirmed that availability of library resources and this will provide teaching and learning.

Amazingly, information and communication technology (ICT) has changed human society into what is commonly called information society. As rightly observed by Alagu and Thanuskodi, (2018) asserted that ICT has been integrated into every work of life and it plays a pivotal role knowledge acquisition and dissemination for onward advancement of education and society at large. Ekwelem (2019) opined that ICTs are the technologies that allow human society to manipulate them to create, collect, process, store, and disseminate information and data for different purposes. Loxley in Kwaku, Paul and Nana, (2019) maintained that ICTs use in education have the capacity and have changed the negative perception of teachers and more importantly, have built up competence level of teachers in using ICTs. The use of ICTs in teaching and learning according to Daramola, (2016) provides students library and information science inclusive, lecturers and researchers in Nigeria the opportunity to close the knowledge gap between developed and developing countries and as well encourage use of e-resources. Roesnita and Zainab in OHolo *et al*, (2018) affirmed the importance of e-resources – a component of ICT that most undergraduate use the services of e-books for writing assignment, term paper and other academic activities.

### **Statement of the problem**

To achieve the goals and objectives of education in Nigeria, funds are needed and provided through proper budgetary allocation.





Regrettably, the federal and state governments in Nigeria have never met the twenty-six percent (26%) annual budget allocation to Education as recommended by the United Nations Education, Scientific and Cultural Organization (UNESCO). Unfortunately the educational sector in Nigeria has witnessed a total decay in contemporary times. The enabling environment for teaching and learning is no longer as conducive as was the case in the previous decades. The morale of lecturers is at its lowest ebb. Ideally, there should be adequate provision of financial resources by the government to public university in order to measure with the global standard of education as well as to make tetfund much available for universities to provide classrooms/lecture halls, library facilities and information and communication technology (ICT) for accessing needful information that would enhance effective teaching and learning in the universities.

However, poor or inadequate funding has resulted to poor teaching and learning conditions in tertiary institutions. The tertiary institutions in Nigeria are faced with the problems of decay of infrastructural facilities, poor library and lack of research grant to mention a few. The frequent industrial actions by the Academic staff unions of higher institutions were as a result of poor or inadequate funding of the educational sector.

The major sources of funding for tertiary institutions are the Federal Government

monthly subvention and internally generated revenue which comes basically from school fees and other commercial ventures embarked upon by the institution. The monthly subvention from Federal Government and the internally generated revenue often does not pay staff salaries and allowances as well as being able to provide the necessary facilities needed for teaching and learning. The inadequacy of this source of funding has compelled the management of the institutions of higher learning to increase school fees severally. In order to address the problem of funding in the educational sector, the Tertiary Education trust Fund (TETFund) which was formally known as Education Trustfund (ETF) was established by an Act of the National Assembly in June, 2011. It is charged with the responsibility of providing funds for the provision and upgrading of teaching and learning facilities as well as training and development of staff in tertiary institutions. The problem of this study there was to assess tertiary education trust fund in achieving the provision of facilities in public universities in Akwa-Ibom State?

### **Purpose of the Study**

The purpose of the study was to assess tertiary education trust fund in achieving the provision of facilities in public universities in Akwa-Ibom State. Specifically, the objectives of the study are;

1. To assess the opinion of principal officers and lecturers on the extent Tetfund contributes to the provision of

classroom facilities in public universities in Akwa Ibom State.

2. Examine the opinion of principal officers and lecturers on the extent Tetfund contributes to the provision of library facilities in public universities in Akwa Ibom State.
3. Determine the opinion of principal officers and lecturers on the extent Tetfund contributes to the provision of ICT facilities in public universities in Akwa Ibom State.

### **Research Questions**

The study sought answers to the following questions:

1. To what extent does Tetfund contributed to the provision of classroom facilities in public universities in Akwa Ibom State as opined by principal officers and lecturers?
2. What is the extent of Tetfund contribution on the development of library facilities in public universities in Akwa Ibom State as opined by principal officers and lecturers?
3. To what extent does Tetfund contributes to the provision of ICT facilities in public universities in Akwa Ibom State as opined by principal officers and lecturers?

### **HYPOTHESES**

The following research hypotheses were formulated for the study.

Ho<sub>1</sub>: There is no significant difference between the opinions of principal officers and lecturers on the extent of Tetfund contribution in providing classroom facilities in public universities in Akwa Ibom State.

Ho<sub>2</sub>: There is no significant difference between the opinions of principal officers and lecturers on the extent of Tetfund contribution in providing library facilities in public universities in Akwa Ibom State.

Ho<sub>3</sub>: There is no significant difference between the opinions of principal officers and lecturers on the extent tetfund contribution in providing ICT facilities in public universities in Akwa Ibom State.

### **Methodology**

The study adopted a descriptive survey research design. A sample of 235 respondents which comprised 12 Principal Officers and 223 lecturers were used for the study. The study adopted a multi-staged sampling procedure. The instrument for data collection was a 30-item questionnaire titled: Assessment of Tetfund Infrastructural Provision Questionnaire (ATIPQ). The copies of the instrument were validated by three experts, two from the Department of Educational Management and one from Science Education Department, all in College of Education, Michael Okpara University of Agriculture,



Umudike, Abia State. Cronbach Alpha statistic was used to determine the internal consistency of the instrument which yielded a reliability coefficient of 0.89. Three briefed Research Assistants helped in the administration and collection of the instrument. Out of 235 copies

of the questionnaire administered, 219 copies representing 93 percent return rate were used for data analysis. Mean and standard deviation were used to answer the research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance.

## Result

### Research Question 1

4. To what extent does Tetfund contributed to the provision of classroom facilities in public universities in Akwa Ibom State as opined by principal officers and lecturers?

**Table 1: Mean Responses of Principal Officers and Lecturers in Public Universities on the extent Tetfund contributed to the provision of classroom facilities in Public universities in Akwa Ibom state**

S/N	TetFund and Provision of Classroom Facilities TetFund has contributed in the provision of:	Principal Officers			Lecturers		
		X	SD	Remark	X	SD	Remark
1	Classroom and buildings	1.62	0.68	L. E	1.58	0.70	L. E
2	Classroom furniture	1.66	0.69	L. E	1.52	0.89	L. E
3	Federal government organizes workshops for basic education teachers	1.65	0.75	L. E	1.59	0.84	L. E
4	Electrifying the classroom with Fans and Bulbs	1.72	0.77	L. E	1.68	0.79	L. E
5	Projector for seminar presentation	1.60	0.65	L. E	1.56	0.73	L. E
6.	Interactive White Board	1.51	0.67	L. E	1.53	0.78	L. E
	<b>Cluster mean</b>	<b>1.63</b>	<b>0.70</b>	<b>L. E</b>	<b>1.58</b>	<b>0.79</b>	<b>L. E</b>

*L. E= Low Extent, H. E= High Extent*

The result on Table 4.2 show that the mean ratings of Principal Officers and lecturers on the extent Tetfund has contributed to the provision of classroom facilities in Public universities in all the items (1-6) ranged between 1.51-1.72 which fall within the real limit of number range of 1.50-2.49 indicating low extent mean responses. The cluster mean of 1.63 and 1.58 for Principal Officers and lecturers respectively which equally fall within the real limit of number range of 1.50 and 2.49 indicated that the respondents agreed that Tetfund has contributed to a low extent in the provision of classroom facilities in Public universities. The cluster standard deviation of 0.70 and 0.79 for Principal Officers and lecturers respectively showed that their mean responses were not far from the mean and from each other.





### Hypothesis 1

There is no significant difference between the opinions of principal officers and lecturers on the extent of Tetfund contribution in providing classroom facilities in public universities in Akwa Ibom State.

**Table 2: t-test Analysis of mean ratings of Principal Officers and Lecturers on extent Tetfund contributed to the provision of Classroom facilities in Public Universities in Akwa Ibom state**

Status	N	X	Sd	df	t-cal.	P-value	Remark
Principal Officers	12	1.63	0.70	217	0.24	1.67	NS
Lecturers	207	1.58	0.79				

Data on Table 4.2 reveal a Probability (P) value of 1.67 which is greater than the alpha value of 0.05. Since the P-value is greater than 0.05 alpha level, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean ratings of Principal Officers and lecturers on extent Tetfund contributed to the provision of classroom facilities in Public Universities in Akwa Ibom state.

### Research Question 2

What is the extent of Tetfund contribution on the development of library facilities in public universities in Akwa Ibom State as opined by principal officers and lecturers?

**Table 3: Mean Responses of Principal Officers and Lecturers in Public Universities on effective contribution of Tetfund to the Provision of Library facilities in Public Universities in Akwa Ibom state**

S/N	TetFund and Provision of Library Facilities TetFund has contributed in the provision of:	Principal Officers			Lecturers		
		X	SD	Remark	X	SD	Remark
7.	Library buildings	1.82	0.71	L E	1.77	0.69	LE
8.	Catalogue cabinets for libraries	1.68	0.86	L E	1.60	0.91	LE
9.	Reading Tables/Chairs	1.66	0.70	L E	1.64	0.78	LE
10.	Book shelves/Racks	1.59	0.84	L E	1.55	0.81	LE
11.	Renovation of Library buildings	1.61	0.67	L E	1.58	0.82	LE
12.	Tapes, Cassettes and Cassette Recorder	1.67	0.73	LE	1.67	0.88	LE
Cluster Mean		1.67	0.75	LE	1.64	0.82	L E

*L. E= Low Extent, H. E= High Extent*

The result on Table 4.3 show that that the mean ratings of Principal officers and lecturers on the extent Tetfund has contributed to the provision of library facilities in Public universities in all the items (7-12) ranged between 1.55-1.77 which fall within the real limit of number range of 1.50-2.49 indicating low extent mean responses. The cluster mean of 1.67 and 1.64 for Principal Officers and lecturers respectively which also fall within the real limit of number range of 1.50 and 2.49 indicated that the respondents agreed that Tetfund has contributed to a low extent in the provision of library



facilities in Public universities. The cluster standard deviation of 0.75 and 0.82 for Principal Officers and lecturers respectively showed that their mean responses were not far from the mean and from each other.

## Hypothesis 2

There is no significant difference between the opinions of principal officers and lecturers on the extent of Tetfund contribution in providing library facilities in public universities in Akwa Ibom State.

**Table 4 : t-test Analysis of mean ratings of Principal Officers and Lecturers on extent Tetfund contributed to the provision of Library facilities in Public Universities in Akwa Ibom state**

Status	N	X	Sd	df	t-cal.	P-value	Remark
Principal Officers	12	1.67	0.75	217	0.13	1.05	NS
Lecturers	207	1.64	0.82				

Results on Table 4.4 reveal a Probability (P) value of 1.05 which is greater than the alpha value of 0.05. Since the P-value is greater than 0.05 alpha level, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean ratings of Principal Officers and lecturers on extent Tetfund contributed to the provision of library facilities in Public Universities in Akwa Ibom state.

## Research Question 3

1. To what extent does Tetfund contributes to the provision of ICT facilities in public universities in Akwa Ibom State as opined by principal officers and lecturers?

**Table 5 : Mean Responses of Principal Officers and Lecturers in Public Universities on Extent Tetfund contribute to the provision of ICT facilities in Public Universities in Akwa Ibom state**

S/N	TetFund and Provision of ICT Facilities TetFund has contributed in the provision of:	Principal Officers			Lecturers		
		X	SD	Remark	X	SD	Remark
18	ICT Centres	1.41	0.64	VL E	1.35	0.80	VL E
19	Internet connectivity with bandwidth payment	1.44	0.71	VLE	1.42	0.81	VL E
20	Generator/Inverter for constant power supply	1.31	0.68	VLE	1.38	0.70	VL E
21	New computer system	1.39	0.77	VLE	1.31	0.73	VLE
22	Digital electronic resources like e-library, e-journal	1.36	0.69	VLE	1.35	0.75	VLE
23	Intra-net for conference meetings and talk	1.39	0.71	VLE	1.33	0.73	VLE
	<b>Cluster Mean</b>	<b>1.38</b>	<b>0.70</b>	VLE	<b>1.36</b>	<b>0.75</b>	VLE

*V.L. E = Very Low Extent, H. E = High Extent*



The result on Table 4.7 show that the mean ratings of Principal Officers and lecturers on the extent Tetfund has contributed to the provision of ICT facilities in Public Universities in all the items (18-23) ranged between 1.31-1.44 which fall within the real limit of number range of 1.00-1.49 indicating very low extent mean responses. The cluster mean of 1.38 and 1.36 for Principal Officers and lecturers respectively which equally fall within the real limit of number range of 1.00 and 1.49 indicated that the respondents agreed that Tetfund has contributed to a very low extent in the provision of ICT facilities in Public Universities. The cluster standard deviation of 0.70 and 0.75 for Principal Officers and lecturers respectively showed that their mean responses were not far from the mean and from each other.

### Hypothesis 3

There is no significant difference between the opinions of principal officers and lecturers on the extent tetfund contribution in providing ICT facilities in public universities in Akwa Ibom State.

**Table 6: t-test Analysis of mean ratings of Principal Officers and Lecturers on extent Tetfund contributed to the provision of ICT facilities in Public Universities in Akwa Ibom state**

Status	N	X	Sd	df	t-cal.	P-value	Remark
Principal Officers	12	1.38	0.70	217	0.10	1.12	NS
Lecturers	207	1.36	0.75				

Data on Table 4.8 show a Probability (P) value of 1.12 which is greater than the alpha value of 0.05. Since the P-value is greater than 0.05 alpha level, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean ratings of Principal Officers and lecturers on extent Tetfund contributed to the provision of ICT facilities in Public Universities in Akwa Ibom State.

### Discussion of findings

The results in Table 4.1 revealed that Tetfund has contributed to a low extent in the provision of classroom facilities in Public Universities in Akwa Ibom state. The results specifically indicated that Tetfund has over the years provided classrooms facilities such as Classroom buildings, classroom furniture, white board and markers, Interactive white boards and other classroom fittings like bulbs and fans to a low extent. The result further showed that, there was no significant

difference between the mean ratings of Principal Officers and lecturers on extent Tetfund contributed to the provision of classroom facilities in Public Universities in Akwa Ibom state. The low provision of Classroom facilities as shown by the present result suggests that Tetfund has performed below expectation in the achieving one of its mandate of the provision of physical infrastructure to tertiary institutions. The results disagreed with Ogbodo (2017) in his result from an earlier study on effect of



Tetfund in infrastructural development which showed among others that the Fund has made impact in the area of the rehabilitation of classroom equipment. It could be that the Fund has done well in the rehabilitation of an existing classroom equipment than in the area of the provision of new Classroom facilities. The result equally agreed with Ikeduquu (2017) who in his study on Tetfund policy on essential physical infrastructure and equipment which showed among others that the Fund has not shown significant impact in the provision of basic infrastructure such as classrooms in the tertiary institutions.

It was found from the study that Tetfund has contributed to a low extent in the provision of library facilities in Public Universities in Akwa Ibom state. The results specifically showed that the Fund had provided library facilities such as Library buildings, Catalogue cabinets, Reading tables and chairs, book shelves and racks as well as tapes, cassette and cassette recorders among others to a low extent. This implies that the Funds provision of library facilities to tertiary institutions was not adequate. The results also revealed that, there was no significant difference between the mean ratings of Principal Officers and lecturers on extent Tetfund contributed to the provision of library facilities in Public Universities in Akwa Ibom state. This implied that both the Principal Officers and lecturers were in agreement that the provision of library facilities were not adequate in tertiary institutions. The result corroborated Olubusay

(2018) who noted that though Tetfund has made significant improvement in tertiary institutions, he recommended for more fund to the agency to enable it provide more infrastructure such as library facilities. However, the result disagreed with Clifford (2020) in his study on Tetfund interventions and capacity building programme for Nigeria University librarians which showed among others that the Fund has made significant role in the provision of library facilities in Nigeria Universities. The disagreement of the result with the present study could be due to present shortage of funds being suffered by the Tetfund to carry out her enormous responsibilities which include the provision of library facilities.

The result also showed in Table 4.7 that Tetfund has contributed to a very low extent in the provision of ICT facilities in Public Universities in Akwa Ibom state. In other words, Tetfund has provided ICT facilities such as ICT centres, Internet connectivity with bandwidth payment, Generator and inverter of constant power supply, new computer system, and digital electronic resources among others to a very low extent. This implied that the fund has not provided adequate ICT facilities in the public Universities. This study further revealed that, there was no significant difference between the mean ratings of Principal Officers and lecturers on extent Tetfund contributed to the provision of ICT facilities in Public Universities in Akwa Ibom state. It means that Principal Officers and



lecturers agreed that Tetfunds' provision of ICT facilities to public Universities was to a very low extent. The results corroborated with Agha (2014) who maintained that shortage of fund has reduced the provision of ICT facilities in tertiary institutions of learning. Also, the result agreed with Adeubiele (2016) who noted though there is a remarkable impact of Tetfund intervention in universities, there is equally low level of the availability of ICT in Universities for effective administration.

### **Recommendations**

Based on the findings of the study, the following recommendations were made.

1. Tetfund should adequately provide classroom and classroom facilities to Public Universities especially those ones that suffer gross lack of those facilities.
2. TetFund should acquire printing press and encourage lecturers and authors of books to use it to publish at a zero cost which they will in return donate a reasonable of such books to university libraries as means of mass stocking books in such libraries.
3. University administration should boost their internally generated revenue so that from that they could support TetFund in the provision of more ICT facilities in their respective Universities.

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