

Assessment of the Contribution of TETFund Regular Intervention on Infrastructural Development in Federal College of Education, Zaria

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Abstract

TETFund in Nigeria was introduced to provide infrastructures that are adequate with a view to enhancing teaching efficiency as well as other essential academic needs of tertiary institutions in Nigeria. Despite significant investments, several issues persist specifically at FCE Zaria as there are evidences of infrastructural decay, despite TETFund's periodic allocations. Consequently, this study assessed the contribution of TETFund regular intervention on infrastructural development in FCE Zaria. The study used the Resource Based View (RBV) theory as its theoretical framework. The population of the study comprises 928 academic staff from FCE Zaria. A sample of 274 academic staff were sampled and questionnaires were distributed. Stratified sampling was used to draw the participants. Descriptive survey research design was adopted for the study and simple linear regression was used to test the hypothesis developed at 5% level of significance. The result revealed that TETFund regular intervention has a positive significant contribution to infrastructural development in FCE Zaria. The study based on the finding recommends that TETFund should allocate more funding to construct additional lecture halls, hostels, sports and other facilities to address problems associated with the large students size in FCE Zaria.

Keywords: TETFund regular intervention, infrastructural development, Resource Based View Theory, Academic staff, FCE Zaria.

1. Introduction

Education has been an indispensable tool through which a country fully realizes its potential. Consequently, governments all over the world intervene in the education sector by rendering support to the institutions, students and system. Hence, the role of education in national development cannot be overstated. It leads to economic growth, reduction in poverty, and drives social cohesion. It is also regarded as an important driver of economic growth and development. Therefore, in the economic literature, education is regarded as the most important component of human capital development (Ogunode, 2023; Oyediran, et al 2020).

In Africa, higher education system has many challenges like high student-staff ratios and research underperformance (African Union, 2022). For instance, Nigeria is the largest economy in Africa, but the educational sector for many years have been receiving allocation that is below the 26% allocation of the budget as recommended by the United Nations Educational Scientific and Cultural Organization (UNESCO). Additionally, Nigeria's tertiary sector, with over 300 institutions and 2.2 million students suffers from budgetary allocations below 8% of GDP (NUC, 2024; Okebukola, 2021). These problems are more pronounced in the north due to peculiar challenges such as security disruptions and infrastructural deficit. Hence, inadequate funding is a significant challenge facing tertiary institutions in Nigeria,

TETFund regular intervention was introduced to provide financial support for capital projects, academic staff development, and research. These interventions are expected to enhance the teaching and learning environment, improve staff capacity, and boost research output. Hence, TETFund was introduced to finance training of academic staff locally and overseas, enhance efficiency in teaching through the provision of adequate infrastructure, provide grants for research, as well as facilitate the development of academic staff development and promotion in the Nigerian higher institutions (Ayosa & Chukwuemeka, 2023).

Despite significant investments, several issues persist specifically at FCE Zaria. At the college, there is evidence of infrastructural decay despite TETFund's periodic allocations (Abubakar & Salisu, 2021). Classrooms, laboratories, and staff offices are left without modern facilities, which undermines the quality of teaching and learning (Yusuf, 2022). This raises questions about the effectiveness of TETFund interventions in addressing infrastructural gaps.

Additionally, there is an absence of a comprehensive evaluation framework to measure the impact of TETFund interventions. The annual reports are short of detail assessment of the outcomes of the projects executed as well as their long term benefits (Adepoju, 2021). This gap in evaluation limits the ability to identify areas for improvement and ensure the sustainability of TETFund initiatives.

Based on the foregoing, it is imperative to conduct this study. Hence, the main objective of this study is to assess the contribution of TETFund regular intervention on infrastructural development in FCE Zaria while the hypothesis states that TETFund intervention has no significant effect on infrastructural

development in FCE Zaria. To achieve the objective, the study is divided into five sections, section one covers the introduction; section two focused on literature review; section three focused on methodology; section four contains the result and discussion; while section five focused on conclusion and recommendations.

2. Literature Review

2.1 Conceptual review

Concept of Infrastructural Development

Infrastructural development refers to the process of building and enhancing physical structures and facilities essential for social and economic growth. In the education sector, infrastructure includes classrooms, laboratories, libraries, hostels, administrative buildings, and recreational facilities that create an enabling learning environment (Adebayo & Oke, 2020). In higher education, well-developed infrastructure is fundamental for quality instruction, research, and institutional efficiency. TETFund interventions is playing a crucial role in improving educational infrastructure across Nigerian colleges. Before the establishment of TETFund, many institutions faced inadequate and dilapidated infrastructure, which negatively affected learning outcomes (Olaleye & Olayemi, 2021). The provision of modern learning spaces, ICT centers, and research facilities has enhanced academic productivity and made colleges more competitive. Adequate infrastructural development fosters effective teaching and learning processes. Research indicates that students in institutions with well-equipped classrooms and laboratories perform better academically than those in poorly maintained environments (Ogunlade & Adewale, 2019). A conducive learning environment minimizes distractions and enhances students' cognitive engagement, ultimately improving their performance.

It can be deduced from the foregoing that infrastructural development within the broader framework of institutional development in higher education is that it serves as the foundational bedrock upon which human resources, academic innovation, and sustainability, ultimately rest. However, in the Nigerian tertiary institutions, chronic under-funding has led to dilapidated lecture halls, ill-equipped laboratories, and limited digital access (NUC, 2023).

Concept of TETFund Interventions

TETFund was established by the Federal Government of Nigeria to address the funding challenges faced by tertiary institutions. This initiative is aimed at

ensuring a steady flow of resources to support infrastructure development, academic staff training, and research (TETFund, 2020). The operation of TETFund is through the imposition of 2% education tax profits of registered companies in Nigeria, which is then pooled and allocated to tertiary institutions (Adepoju, 2021). The core mandate of TETFund is to rehabilitate, restore, and consolidate tertiary education in Nigeria. Over the years, it has emerged as a significant funding source for public universities, polytechnics, and Colleges of Education (Babalola, 2022). These interventions are targeted at bridging the infrastructural and capacity gaps that have long hindered the progress of higher education in the country (Abubakar & Salisu, 2021).

TETFund interventions are categorized into various projects and programs. These include physical infrastructure projects, research grants, library development, academic staff training and development, and conference sponsorships (Adedeji, 2020). The focus is on creating a conducive learning environment and improving the quality of teaching and research. One notable feature of TETFund is its emphasis on transparency and accountability. Institutions receiving funds are required to comply with strict guidelines and provide detailed reports on the utilization of resources (Ogundele & Akinyemi, 2020). This has helped to minimize cases of fund mismanagement and ensure that resources are used for their intended purposes. However, challenges remain in the equitable distribution of TETFund resources as some institutions could still not access their subsequent allocations due to non-retirement of the accessed funds (TETFund annual Reports, 2023).

2.2 Review of Empirical Studies

TETfund Intervention and Infrastructural Development

Yaki, Zafi, and Katuka (2025) conducted a study on the impact of TETfund interventions on the provision of physical infrastructures in selected universities in North-Central Nigeria. Descriptive survey design was used for the study. staff and management of three selected universities in the North-Central of Nigeria made the population of the study. Questionnaire was used as an instrument of data collection. Chi-Square was used to run the data for the study. The findings revealed that TETfund intervention led to the construction of offices, provision of chairs, tables, and other infrastructures in North Central universities.

Suleiman and Musa (2024) examined the effect of TETFund interventions on infrastructural and library development of selected Universities in the North-

West. The theoretical framework used in the study was Public Goods Theory by Samuelson (1994). Survey research was adopted as a research design. Questionnaire and interview were used as primary methods of data collection. Data analysis was conducted using simple regression with the aid of SPSS. Findings revealed that, there is significant positive relationship between TETFund and infrastructural development of the Universities in the North-West. There is also significant positive effect relationship between TETFund and library development of the Universities in the North-West.

In another effort, Anachuna et al. (2024) conducted a study on TETFund intervention in relations to physical infrastructural development and the generation of financial resources in the public universities of South East, Nigeria. Descriptive survey design was used and the population of the study comprised 231 staff from five federal universities. Purposive sampling was used to draw the sample for the study and questionnaire was used to collect data. T-test was used to test the hypotheses at a 0.05 level of significance. The findings revealed that TETFund intervention had a significant impact on physical infrastructural development in federal universities in South East, Nigeria.

Anachuna, Oguejiofor, Agu, and Itoya, (2023) Examined impact of tertiary education trust fund intervention on research developments for effective management of Federal Universities in South East, Nigeria. Descriptive survey design was adopted for the study. purposive sampling was used to sample 231 staff. The study found that TETFund interventions significantly impacted research development, and it enhances effective management in the Universities. The study concludes that TETFund's role is pivotal in advancing research capabilities, contributing to improved college management.

Similarly, Nduagu and Saidu (2021) assessed the influence of TETFund interventions on staff and infrastructural development for improving the quality of tertiary education in Abia State. The study has a sample of 365 staff and cross-sectional survey design was used. To collect the data from the respondents, a self-administered questionnaire was used. ANOVA was used to analyze the data for the study. The findings showed that there was a positive significant influence of TETFund intervention on staff and infrastructure development. The study recommended that there should be more local and foreign sponsorship and the benefiting institutions should put necessary measures in place to enable easy

access to interventions provided for infrastructural development in tertiary institutions in Abia State, Nigeria.

2.3 Theoretical Framework

The theoretical framework for this study draws on the Resource-Based View (RBV) theory, which is used to understand the contributions of TETFund regular interventions to the development of Nigerian Colleges of Education. As discussed in the previous section, RBV highlights the importance of resources-financial, human, and physical-in an institution's ability to achieve its goals and maintain a competitive advantage. TETFund's role as a key resource provider aligns with the RBV theory's assertion that institutions with access to valuable, rare, and inimitable resources are more likely to succeed in their development efforts. By investing in infrastructure, faculty development, research and teaching resources, TETFund enhances the capabilities of Nigerian Colleges of Education, enabling them to improve educational outcomes and contribute to national development (Adeyemi, 2021).

This framework also emphasizes the importance of organizational capabilities in effectively utilizing resources. For Nigerian Colleges of Education to maximize the benefits of TETFund interventions, they must have the capacity to manage resources, plan strategically, and execute projects effectively. The RBV theory, therefore, not only focuses on the resources provided by TETFund, but also on the institutional mechanisms that ensure these resources are utilized effectively (Ogundele & Akinyemi, 2020). In essence, the RBV theory provides a comprehensive framework for understanding the role of TETFund in the development of Nigerian Colleges of Education. By focusing on the strategic management of resources and organizational capabilities, the RBV theory offers valuable insights into how TETFund's interventions can lead to sustainable institutional development and enhanced educational outcomes.

3. Methodology

3.1 Research Design

The study employed a mixed method which comprises both quantitative and qualitative research design. According to Creswell (2009), using qualitative and quantitative design at a time provides more insight. The justification for the choice of the mixed method in the current study is to ensure in-depth insight on how the TETFund regular interventions contributed to infrastructural development of FCE, Zaria. Thus, qualitative method was employed to enable the

presentation and analysis of interview while quantitative method allows the researcher cover a large population through the instrument of questionnaire. As Sekaran and Bougie (2013) noted, survey research is divided into cross sectional and longitudinal research. The current study employed cross-sectional research design because the period of the study under consideration might not be enough for the longitudinal study.

3.2 Population of the Study

The academic staff of the Federal College of Education, Zaria comprised the population of the study. The total population of the academic staff in the Federal College of Education, Zaria is 928 (FCE Registry, 2025).

3.3 Sample Size and Sampling Technique

The sample size is determined using Krecjie and Morgan (1976) Table for sample size determination. The computation above shows that the sample size for the population of 928 academic staff of the Federal College of Education, Zaria is 274. Hence, 274 copies of questionnaire were distributed to these respondents to solicit their responses on how TETFund's regular intervention contributed to the infrastructural development.

The sampling design used in this study was stratified sampling. In stratified sampling, the population was divided into sub-populations, which are more homogeneous than the total population, then elements are selected (Kothari, 2004). The study employed proportionate stratified sampling. The proportionate stratified sampling was selected in order to ensure that academic staff from all Schools of the College are selected to ensure spread of the data. So, the number of academic staff that was drawn in each stratum will be proportionate to the number of academic staff in each School.

3.4 Questionnaire Response Rate

A total of 274 copies of questionnaire were distributed to the respondents of the study. However, only 240 copies of questionnaire representing 88.2% were returned. This means that 32 (11.8%) were not returned. The high response rate of 88.2%, shows that the majority of participants engaged in the survey, which is generally considered a good response rate for research. The unreturned percentage (11.8%) could be due to factors like lack of interest, time constraints, or other barriers to participation. Data were analysed using linear regression tool to test the effect of TETFund intervention on infrastructural development in FCE Zaria.

4. Results and Discussions

Test of Hypothesis:

H0₁: TETFund intervention has no significant contributions on infrastructural development at FCE Zaria.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.816 ^a	.666	.664	.39348

a. Predictors: (Constant), TETFund Regular Intervention

The Model summary shows that the R Square is 0.666. This represents the proportion of variance in infrastructural development explained by TETFund Regular Intervention. The R² of 0.666 means that 66.6% of the variation in infrastructural development can be explained by TETFund intervention. Hence, the remaining 33.4% can be explained by other variables not captured in this model. The Standard Error of the Estimate (0.39346) represents the standard deviation of the residuals which indicates that the model's predictions are relatively precise, with residuals tightly clustered around the regression line.

Table 2: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.404	1	73.404	475.096	.000 ^b
	Residual	36.849	238	.155		
	Total	110.253	239			

a. Dependent Variable: Infrastructural Development

b. Predictors: (Constant), TETFund Regular Intervention

The overall significance of the regression model is determined using ANOVA. As provided by the table, the F-statistic of 475.096 shows that the model explains a significant portion of the variance. Additionally, the ANOVA results confirm that the regression model is statistically significant (p=0.000). Thus, the high F-value

and low p-value indicate that TETFund Regular Intervention explains a statistically significant portion of the variance in infrastructural development.

Table 3: Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.970	.132		7.366	.000
	TETFund Regular Intervention	.744	.034	.816	21.774	.000

a. Dependent Variable: Infrastructural Development

The coefficient table shows that TETFund intervention has a positive significant effect on infrastructural development in FCE Zaria (β 0.744, $T=21.774$, $P=0.000$). The P-value is 0.000 which is less than the level of significance (0.05). Thus, there is adequate justification to reject the null hypothesis and conclude that TETFund regular intervention has a significant effect on infrastructural development in FCE Zaria. Furthermore, the Beta value of 0.744 indicates that a unit increase in TETFund regular intervention increases infrastructural development in FCE Zaria by 74.7%.

4.1 Discussion of Findings

The basic objective of this study is to determine the effect of TETFund regular intervention on infrastructural development in FCE Zaria. In line with the objective, a hypothesis was developed which stated that TETFund regular intervention does not have significant contribution on infrastructural development in FCE Zaria. The result revealed that TETFund regular intervention significantly contributes to infrastructural development at FCE Zaria. Record from FCE Zaria has shown that between 2015 and 2023, the Tertiary Education Trust Fund (TETFund) allocated ₦1,812,567,000 for infrastructural development at the Federal College of Education (FCE), Zaria, representing approximately 38.9% of the college's total TETFund funding of ₦4,657,240,512.69. This substantial investment, drawn from the ₦270,201,744,999.94 disbursed to all colleges of

education, reveals TETFund's commitment to enhancing FCE Zaria's physical facilities.

The RBV theory supports this, as infrastructure (e.g., lecture halls, laboratories) represents tangible resources that are valuable and rare, enhancing the college's capacity to deliver quality education. Past studies corroborate these findings. For instance, Oluwatobi and Ogunrinola (2011) found that TETFund interventions significantly improved physical infrastructure in Nigerian tertiary institutions, enhancing teaching and learning environments. Similarly, Udu and Onwe (2016) noted that TETFund-funded buildings and utilities improved institutional capacity, but highlighted gaps in technological infrastructure.

5. Conclusion and Recommendations

The main objective of this current study is to determine the effect of TETFund regular intervention on infrastructural development in FCE Zaria. The regression result established that TETFund regular intervention has a significant positive effect on infrastructural development in FCE Zaria. Hence, the study concludes that TETFund regular intervention is instrumental in ensuring infrastructural development in FCE Zaria. Based on the conclusion, the study recommends that TETFund should allocate more funding to construct additional lecture halls, hostels, sports and other facilities to address problems associated with large students' size in FCE Zaria.

Abstract

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