



## The Impact of Tertiary Education Trust Fund (TETFUND) on Higher Institutions in Nigeria: A Case Study of Tertiary Institutions in Three North Eastern States (Yobe, Bauchi and Gombe)

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# The Impact of Tertiary Education Trust Fund (TETFUND) on Higher Institutions in Nigeria: A Case Study of Tertiary Institutions in Three North Eastern States (Yobe, Bauchi and Gombe)

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## 1. Introduction

Education has been defined differently by various scholars. Okonkwo (1988) defined education as “a cultural action directed at creating attitudes and habits considered necessary for participation and intervention in one’s historical process”.

In the view of Iwuchukwu (2006) the emergence of the National Policy on Education is a journey, which began since 1847 with the establishment of British Privy Council on education. In September 1976, the National Policy on Education came into force by changing the school calendar, which used to run from January to December, to now commence from September to August. In addition, the school system which used to be majority 8-5-4 (eight years of 2 pre-primary school, 5 years of secondary school and 4 years of Tertiary institution education changed to now 6-3-3-4 system. This means 6 years of primary education, 3 years of Junior Secondary and 3 years of Senior Secondary school and 4 years of Tertiary institution education.

Tertiary institution, according to National Policy on Education (1981) are those institutions that cover the post-secondary section of national education system which is given on Universities, Polytechnics and College of technology including College of Education, the Advanced Teachers Training Colleges, Correspondence Colleges and Institution as may be allied to them. Inadequate funding of the system has been a contributing problem in this country. Authenticating this further, Amadi (1999) said:

During the oil boom, the current period of great economic reversals in the petroleum oil sector, financing of education has suffered untold damages”.

To this end, tertiary institutions need finance to carry out research in medicine, engineering, education etc. they need funds for training and retraining of lecturers, acquire state-of-the-art facilities and other amenities that can engender student’s potentials to the overall achievement of the aims and objectives of higher education in north eastern region. More so, as a result of the job opportunities available to graduates and our increasing population, there was a demand for high education. The funding of these higher institutions rested squarely on the government.

To alleviate this gigantic burden, the Education Trust Fund Decree No.7 of 1<sup>st</sup> January, 1993 was promulgated. Odocha (1993) observed that this Decree finally imposes education trust of two percent on all the profit declared by companies registered in Yobe State and established an education fund into which the trust collected shall be paid. This Decree was repealed by Tertiary Education Trust Fund (Establishment, Etc) Act, 2011

### **1.1. Objectives of the Study**

The objectives of engaging in this study are:

1. To explore the funding problem of our tertiary institution before coming of TETFund.
2. To find out how beneficial the education Trust fund has been in the tertiary institution.
3. To explore the problems impending the disbursement of the fund.
4. To find out the solutions to these problems in order to enhance tertiary institution
5. To find out how TETFund monitor the bond given to beneficiaries.

The research has met all the above objectives by providing an elaborate discussion on the funding problem of our tertiary institutions. Moreover, the research has described how beneficial the fund has been to the tertiary institution so far.

Furthermore, the research analysed the disbursement problem and staff bond fulfilment issues facing the fund. Nevertheless, solutions to the above problems have been provided.

### **1.2. Research Questions**

The following are posed by the researchers for the purpose of this study.

1. How grave was the funding problem of our tertiary institution before coming of TETFund?
2. What benefits are derivable from the education trust fund to the tertiary institutions since its inception?
3. What problems are facing the disbursement of the fund?
4. How can these problems be tackled?
5. How does TETFund monitor the bond given to beneficiaries?

The research was able to answer all the questions posed by discussing the grave of funding problems of our tertiary institution and the benefits derived from the fund by the institutions. Furthermore, the disbursement problems and the nominee-bond issues were analysed and way forward to these issues have been provided.

### 1.3. Scope of the Study

The study is limited to the impact of Tertiary Education Trust Fund on tertiary institutions in Nigeria using higher institutions in north s of Nigeria as the case study. The study is not interested in explaining and/or determining any learning outcome variables other than the impact of Tertiary Education Trust Fund on tertiary institution. The result and conclusion to be drawn from the study are therefore limited to the defined trust fund but may be generalized to other tertiary institutions in Nigeria which have educational default.

It is envisaged that this study will enable the government, student and the society at large to be acquainted with the numerous benefits of the Tertiary Education Trust Fund (TETFund) rewards alleviating the plight of academic pursuit in our tertiary institutions. The finding will enable the society to know the various problems militating against the disbursement of this fund since its inception or origin.

## 2. Literature Review

In order to have a relatively valid and reliable comprehensive understanding of the subject matter of the discussion, the researchers viewed some related texts in textbooks, journal etc., which have or bear relevance to the study (The Impact of Tertiary Education Trust Fund on Tertiary Institution in Nigeria).

Be it as it may, the related literature is reviewed under the following sub-themes:-

- (2.1) The funding problem of tertiary institution before TETFund;
- (2.2) The nature of TETFund;
- (2.3) Problem of the Fund;
- (2.4) Effects of the Trust Fund.

### 2.1. The Funding Problem of Tertiary Institution before TETFund

According to Odocha (1993), “the lounge... Commission on the review of higher education in Nigeria concluded that drastic measures should be taken to restore, rehabilitate and consolidate education in Nigeria”.

Panting the unpleasant situation graphically, Uruakpa (1999) said: one finds that owing to the population explosion, the atmosphere in which learning should take place, no longer exist in tertiary institutions. Perhaps, it is necessary to cite example with some of the Colleges and Universities in Nigeria established in the 1960’s and 1970’s having in mind a few numbers of students. Today, such facilities as hostels, classroom, laboratories and libraries can no longer cope with the teeming population of students competing for various academic credentials in the various educational institutions. The situation for both staff and students has continued to deteriorate among other things; their grievances were

taken to the denial of basic needs like adequate classrooms, Laboratory, residential quarter, staff development programmers and the welfare of teaching and non-teaching staff.

## **2.2. The Nature of Education Trust Fund**

A fund in the government and non-profit accounting Sense, according to Johnson (1996): is a self-contained accounting entity with its own asset liability, revenue or expense and fund balance or other equity accounts-and with its own ledgers.

Prior to the enactment of the Education Trust Decree No.7 of 1<sup>st</sup> January 1993, it was envisaged that since the private sector benefits immensely from the products of our tertiary institutions that they should contribute towards it's funding. According to Odocha (1993) during their deliberation members of the Commission were convinced that the situation in our institutions was enough justification for the government. Against this background, President Ibrahim Babangida promulgated the Education Tax Decree on 1<sup>st</sup> January 1993. Revealing the nature of the fund, Odocha (1993) said: the decree dated 1<sup>st</sup> January, 1993 formerly imposes an Education Tax on companies registered in Nigeria and establishes an Education fund into which the Tax collected shall be paid. Supporting this Nigerian Universities Commission (1996) said: The Decree imposes a tax chargeable on all assessable profits of any company registered in Nigeria. Like other trustees under the companies Income Tax Act (CITA) and Petroleum Profit Tax Act (PPTA). The Act (CITA) and Petroleum Revenue are charged with the responsibility of assessing and collecting the tax. According to NUC (1996) "The distribution of tax accruing to the higher education sector that is 50 percent of the total collectable revenue shall be in the ratio of 2:1:1 as between Universities, Polytechnics and Colleges of Education.

## **2.3. Objectives of the Fund**

The objectives of the fund according to Odocha (1993) NUC (1996) are:

- (a) Works centres and prototype development.
- (b) Staff development and conference attendance,
- (c) Library system at the different level of education,
- (d) Research equipment procurement and maintenance, development fund,
- (e) Redressing any imbalance in enrolment mix between the higher education institutions.

The following areas would be studied in due course

- The Structure And Management Of The Fund
- The Board of Trustees
- The Secretariat
- The specialized units

## **3. Research Methodology**

This chapter presents the methodology by which the study is carried out. These include:

- The Design of the study

- Area of the study
- Population of the study
- Sample and Sampling Technique
- Validation of Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

### **3.1. Design of the Study**

A descriptive survey research method was used in this study, this descriptive survey design investigation on the impact of TETFund on tertiary institution in Nigeria. Seven (7) tertiary institutions in North East were used as case study. The research design is considered appropriate because it is one for the available research design for the purpose of describing conditions as they exist.

### **3.2. Area of Study**

This study was carried out in seven of the tertiary institutions in North Eastern Nigeria. The research chooses seven tertiary institutions that are beneficiaries of TETFund intervention.

### **3.3. Population of the Study**

The population of the study will comprise both academic and non-academic staff of the institutions under study.

### **3.4. Sample and Sampling Techniques**

The seven tertiary institutions were randomly selected by the researchers. The researchers selected two hundred staff from various departments of the institutions and administered the questionnaires. Here, the various institutions names were written down on a small paper and put in a small bag from where they were picked on after been chosen. The institutions include:

- (1) Mai Idris Aloomo Polytechnic Geidam, Yobe State
- (2) The Federal Polytechnic Damaturu, Yobe state
- (3) Yobe state University, Damaturu
- (4) Federal College of Education (T) Potiskum, Yobe state
- (5) College of Education Gashua, Yobe state
- (6) Federal university Gashua, Yobe state
- (7) Federal University Kasherri, Gombe state
- (8) Gombe state University, Gombe state
- (9) Federal College of Education (T) Gombe, Gombe state
- (10) School of Health Technology Kaltingo, Gombe state
- (11) Abubaka Tafawa Balewa University Bauchi, Bauchi state
- (12) Federal Polytechnic Bauchi, Bauchi state
- (13) College of Agriculture Bauchi Bauchi state
- (14) Bauchi state University Gadau, Bauchi state

(15) College of Education Azare, Bauchi state

The following numbers of staff were chosen for the study through stratified random sampling techniques.

### 3.1 Number of the staff per institution.

SN	Names of institution	No. of Staff
1.	Abubakar Tafawa Balewa University, Bauchi	30
2.	The Federal Polytechnic Bauchi	30
3.	College of Agriculture Bauchi	25
4.	Gombe state University	30
5.	Federal College of Education (T) Gombe	25
6.	Yobe State University, Damaturu	30
7.	Mai Idris Aloomo Polytechnic, Geidam	30
	<b>Total</b>	<b>200</b>

### 3.5. Instrument for Data Collection

A structured questionnaire was used to collect the data for the study. The questionnaire was of four points rating scale type. The four rating scales are:

(i) Strongly Agree (SA) (ii) Agree (A) (iii) Not Agree (N)

(iv) Strongly Not Agree (SN).

The instrument will consist of two sections A and B, section A is an introductory letter about the research and the researcher while section B are the variables i.e. the impacts of Tertiary Education Trust fund on Tertiary Institutions.

### 3.6. Validation of Instrument

To ensure the validation of content instrument, the research assistants examine the instrument. This will involve checking the wordings and the relevance of the items in the questionnaires after the necessary amendment as recommended by the experts, the researchers will produce the final version of instrument.

### 3.7. Reliability of the Instrument

One tertiary institution (i.e. The Federal Polytechnic Damaturu) was used to test the reliability of the instrument. The total of 25 questionnaires was randomly administered prior to the actual study. The Federal Polytechnic is a beneficiary of TETFund programme, but was not part of institutions that were randomly selected for the study.



### 3.8. Method of Data Collection

The questionnaire was used in collecting the relevant data for this study. It was structured to elicit vital information from the respondents. There was a total of ten (10) questions item. The respondents were instructed to tick the option of their choice on each question.

The completed questionnaires were collected from all the respondents on the spot.

### 3.9. Method of Data Analysis

A statistical Package for the Social Sciences (SPSS) was used to analyse the data collected in this study. The raw scores collected from the questionnaire were entered according the choices of the respondents and was analysed using frequencies which were converted to percentage. The result of the analysis was shown in tabular form in chapter four.

## 4. Result and Data Analysis

This chapter shows how the data collected were presented in tabular form and analyzed using simple percentage. A total of two hundred questionnaires were returned out of the same number sent out and conclusions were then made on each question after the analysis.

### 4.1. Research Question One

*“How grave was the funding problem of our tertiary institutions before the coming of TETFund?”*

Tables 4.1a and 4.1b show the responses to the funding problems of tertiary institutions before TETFund.

Q1. There was lack of trained staff before TETFund Intervention.

Responses	Frequen cy	Per cent	Valid Per cent	Cumulative Per cent
Strongly Agreed	48	23.9	24.0	24.0
Agreed	74	36.8	37.0	61.0
Not Agreed	53	26.4	26.5	87.5
Strongly Not Agreed	25	12.4	12.5	100.0
Total	200	99.5	100.0	

**Table 4.1a**



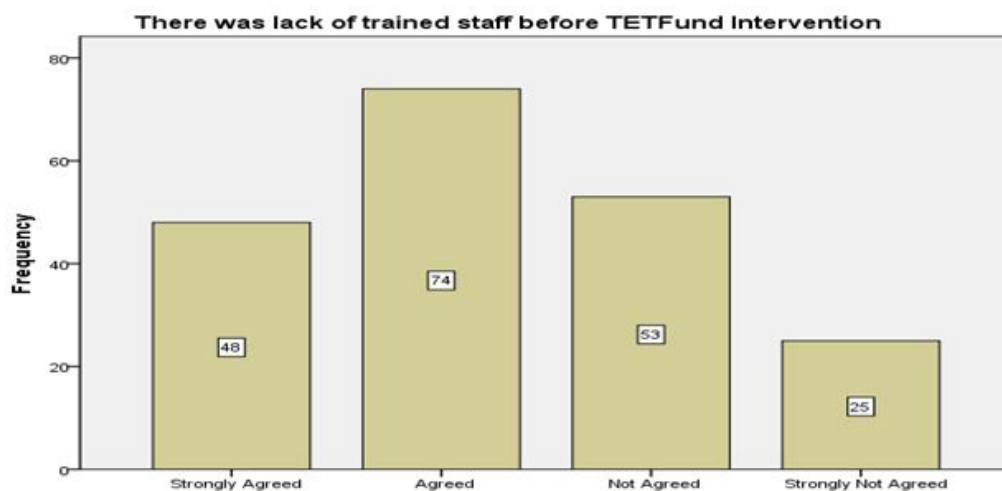


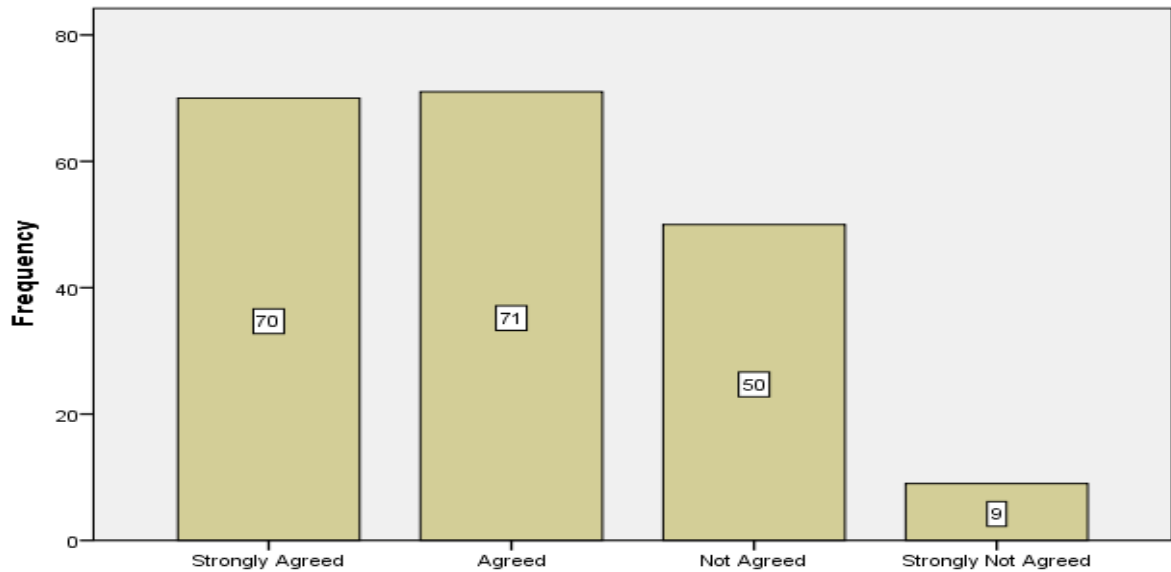
Table 4.1a shows that out of 200 respondents to question 1, 48 representing 24% strongly agreed while 74 which represent 37% agreed that there was lack of trained/qualified staff before TETFund intervention, however, 53 respondents (26.5%) disagrees, and 25 respondents (12.5%) have strongly disagreed. This implies that, 122 respondents (61%) supported the motion while 78 respondents (49%) opposed it.

Q2. Academic staffs are not conducting regular research due to lack of fund support before TETFund

Responses	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Strongly Agreed	70	34.8	35.0	35.0
Agreed	71	35.3	35.5	70.5
Not Agreed	50	24.9	25.0	95.5
Strongly Not Agreed	9	4.5	4.5	100.0
Total	200	99.5	100.0	

**Table 4.1b**

**Academic staff are not conducting regular research due to lack of fund support before TETFund**



While table 4.1b shows that out of 200 respondents, 70 (35%) strongly agreed that academic staff are not conducting regular research due to lack of fund support before TETFund, while 71 respondents (35.5%) agreed, however, 50 (25%) did not agree and 9 (4.5%) strongly not agreed on the motion.

This could be concluded that 132 respondents (62.5%) agreed with the motion that there was lack of trained academic staff due to lack of regular research before TETFund emergence even though 68 respondents (47.5%) negate the motion. Hence the research shows that tertiary institutions were lacking trained staff before TETFund.

#### 4.2. Research Question Two

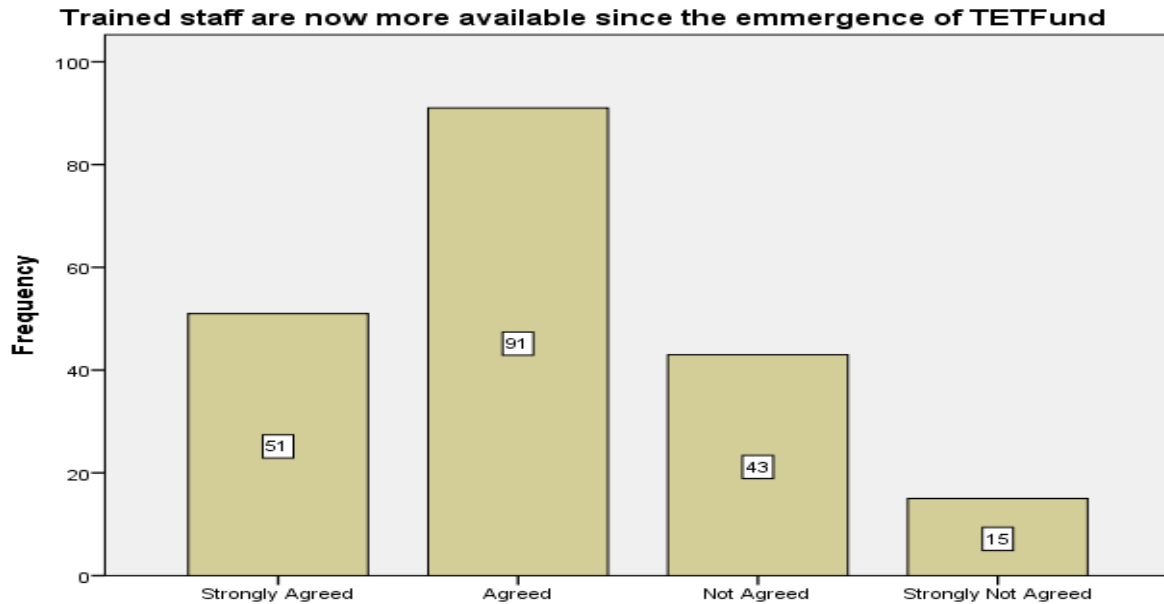
*“What benefits are derivable from the education trust fund to the tertiary institutions since its inception?”*

**Tables 4.2a and 4.2b** responses on the benefits that are derivable from TETFund funding to the tertiary institutions since its inception.

	Frequency	Per cent	Valid Percent	Cumulative Percent
Strongly Agreed	51	25.4	25.5	25.5
Agreed	91	45.3	45.5	71.0
Not Agreed	43	21.4	21.5	92.5

Strongly Not Agreed	15	7.5	7.5	100.0
Total	200	99.5	100.0	

**Table 4.2a**



Looking at table 4.2a above, out of 200 respondents on question 3, 51 (25.5%) strongly agreed that trained/qualified staff are now more available since the emergence of TETFund. This shows that 91 respondents (45.5%) agreed the motion, while 43(21.5%) did not agree and 15 (7.5%) strongly not agreed. This means 142(71%) respondents agreed the motion against 58(29%) that did not agree.

Q4. There is enough research materials (such as textbooks, internet, etc) in offices and libraries; hence 75% of our syllabuses are covered

Responses	Frequency	Per cent	Valid Percent	Cumulative Percent
Strongly Agreed	56	27.9	28.0	28.0
Agreed	82	40.8	41.0	69.0
Not Agreed	44	21.9	22.0	91.0
Strongly Not Agreed	18	9.0	9.0	100.0

Total	200	99.5	100.0
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**Table 4.2b**

**There are enough research materials (such as textbooks, internet, etc) in offices and libraries; hence 75% of our syllabuses are covered**

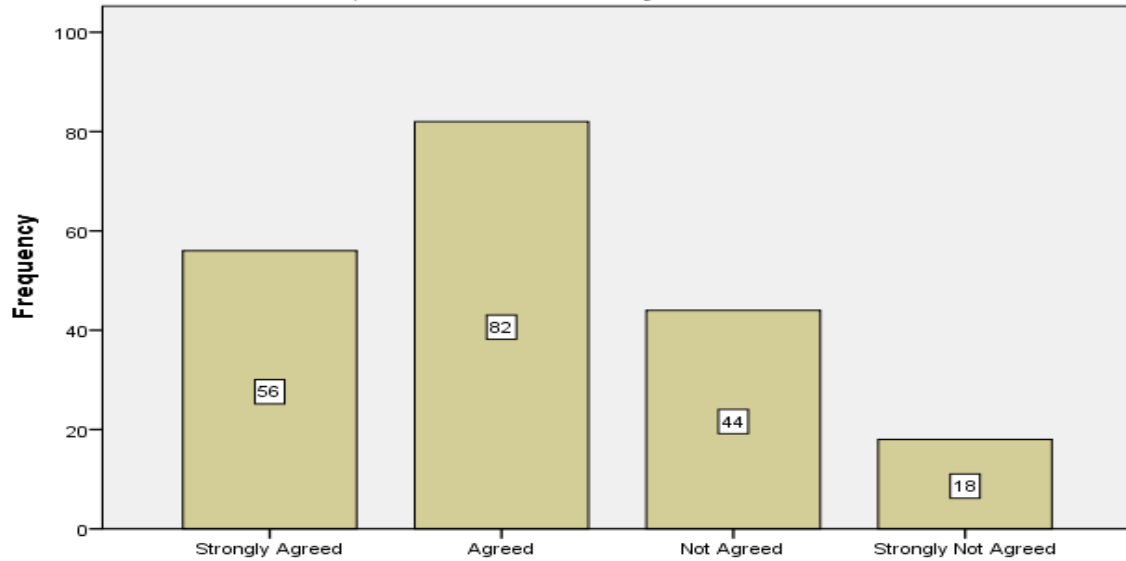


Table 4.2b, shows that out of 200 respondents, 56(28%) strongly agreed and 82(41%) agreed that there are enough research materials such as textbooks, internet access, etc hence over 75% of syllabuses are covered. However, 44 respondents (22%) and 15(7.5%) did not agree. Total of 138 respondents (69%) agreed while 62(31%) did not agree. This means that over 75% of the syllabuses of most tertiary institutions are now covered.

### 4.3. Research Question Three

*“What problems that are facing the disbursement of the fund?”*

**Tables 4.3a, 4.3b, 4.3c and 4.3d** show responses on the problems that are facing the disbursement of the fund.

Q5. There is unequal allocation of fund to beneficiaries within our institution.

Responses	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Strongly Agreed	48	23.9	24.0	24.0
Agreed	75	37.3	37.5	61.5
Not Agreed	56	27.9	28.0	89.5
Strongly Not Agreed	21	10.4	10.5	100.0
Total	200	99.5	100.0	

**Tables 4.3a**



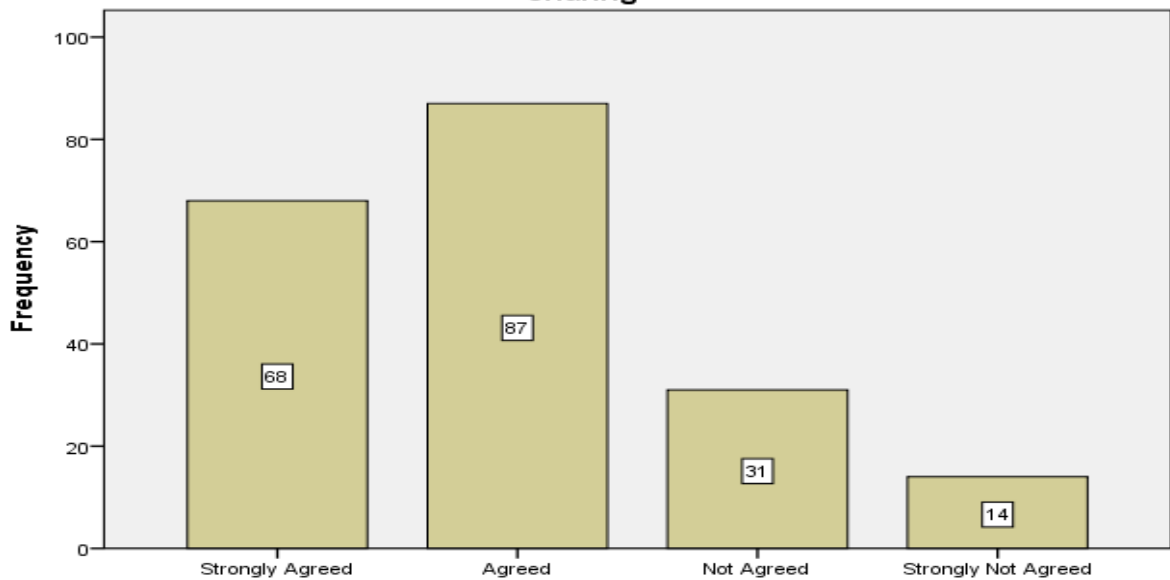
In table 4.3a above, 123(61.5%) out of the 200 respondents agreed that there is unequal allocation of fund to beneficiaries within their institutions, while 77 (38.5%) negate the motion, which means that there is unequal allocation of fund to beneficiaries in most of the tertiary institutions.

Q6. Some states/institutions are given high priorities over the others in terms of fund sharing

Responses	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Strongly Agreed	68	33.8	34.0	34.0
Agreed	87	43.3	43.5	77.5
Not Agreed	31	15.4	15.5	93.0
Strongly Not Agreed	14	7.0	7.0	100.0
Total	201	100.0	100	

**Table 4.3b**

**Some states/institutions are given high priorities over the others in terms of fund sharing**



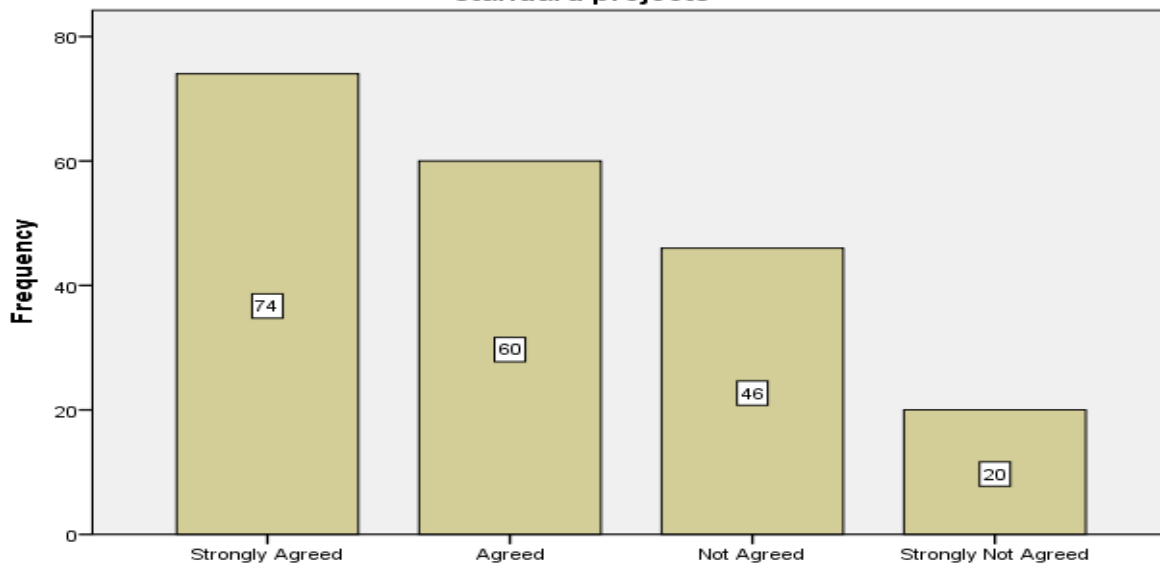
Similarly, table 4.3b shows that, 155 (77.5%) of the 200 respondents agreed that some states/institutions are given high priorities over others in terms of fund sharing. However 45 (22.5%) did not agree. Looking at the percentage of those agreed, it shows that some states/institutions are prioritised over the others in terms of fund sharing.

Q7. Contracts are awarded to non-professional contractors hence leads to sub-standard projects.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agreed	74	36.8	37.0	37.0
Agreed	60	29.9	30.0	67.0
Not Agreed	46	22.9	23.0	90.0
Strongly Not Agreed	20	10.0	10.0	100.0
Total	200	100.0		

**Table 4.3c**

**Contracts are awarded to non-professional contractors hence leads to sub-standard projects**



Another problem that affects the impact of TETFund intervention is the mode of contract award. Table 4.3c show the responses of 200 respondents on whether are awarded to non-professional/experts contractors, hence lead to substandard projects. 74 respondents (24%) strongly agreed and 60(30%) agreed (totalling 134 (54) agreed) while 66 respondents (46) did not agree. This also implies that, contracts are awarded non-professional/experts hence lead to substandard projects.

**4.4. Research Question 4**

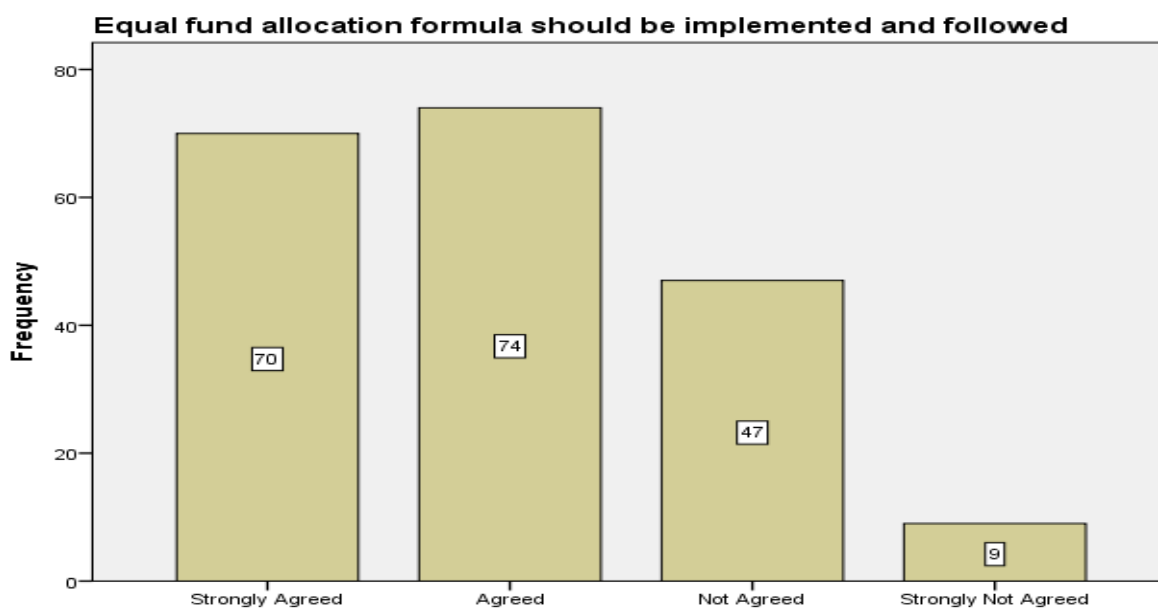
*"How can these problems be tackled?"*

Q8. Equal fund allocation formula should be implemented and followed.



Responses	Frequency	Per cent	Valid cent	Per	Cumulative Per cent
Strongly Agreed	70	34.8	35.0		35.0
Agreed	74	36.8	37.0		72.0
Not Agreed	47	23.4	23.5		95.5
Strongly Not Agreed	9	4.5	4.5		100.0
Total	200	99.5	100.0		

**Table 4.4a**



In table 4.4a, 144(72%) out of the 200 respondents agreed that, equal fund allocation formula should be implemented and followed while 56(28%) did not agree with the suggestion.

Q9. Academic and Non-academic staff association should have representatives in TETFund management body.

Responses	Frequency	Per cent	Valid cent	Per	Cumulative Per cent
Strongly Agreed	99	49.3	49.5		49.5
Agreed	73	36.3	36.5		86.0
Not Agreed	23	11.4	11.5		97.5
Strongly Not Agreed	5	2.5	2.5		100.0
Total	201	100.0			

**Table 4.4b**

**Academic and Non-academic staff association should have representatives in TETFund management body**

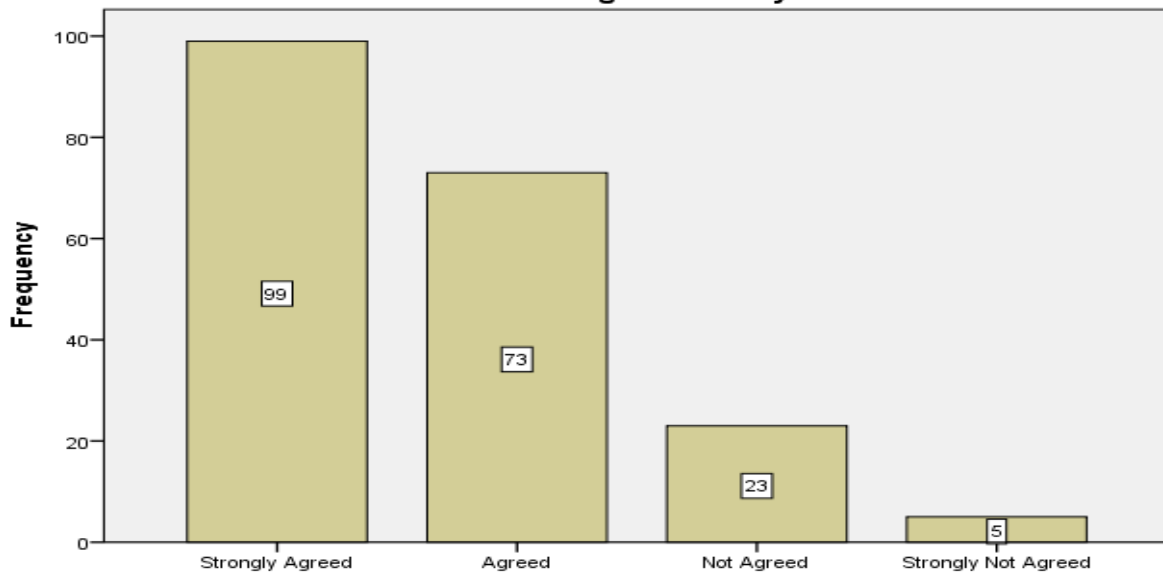


Table 4.4b shows the responses of 200 respondents to the view that academic and non-academic staff association should have representative in TETFund management. Out of the 200 respondents, 172(86%) have agreed with the while 28(14%) have opposed the view. It would be concluded that the respondents have agreed with high percentage on the statement.

**4.5. Research Question 5**

*“How did institutions monitors the bond given to beneficiaries”?*

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agreed	47	23.4	23.5	23.5
Agreed	63	31.3	31.5	55.0
Not Agreed	71	35.3	35.5	90.5
Strongly Not Agreed	19	9.5	9.5	100.0
Total	200	100.0	100	

**Table 4.5**

**Beneficiaries of TETFund are not fulfilling their bonds before leaving the institution that nominates them**

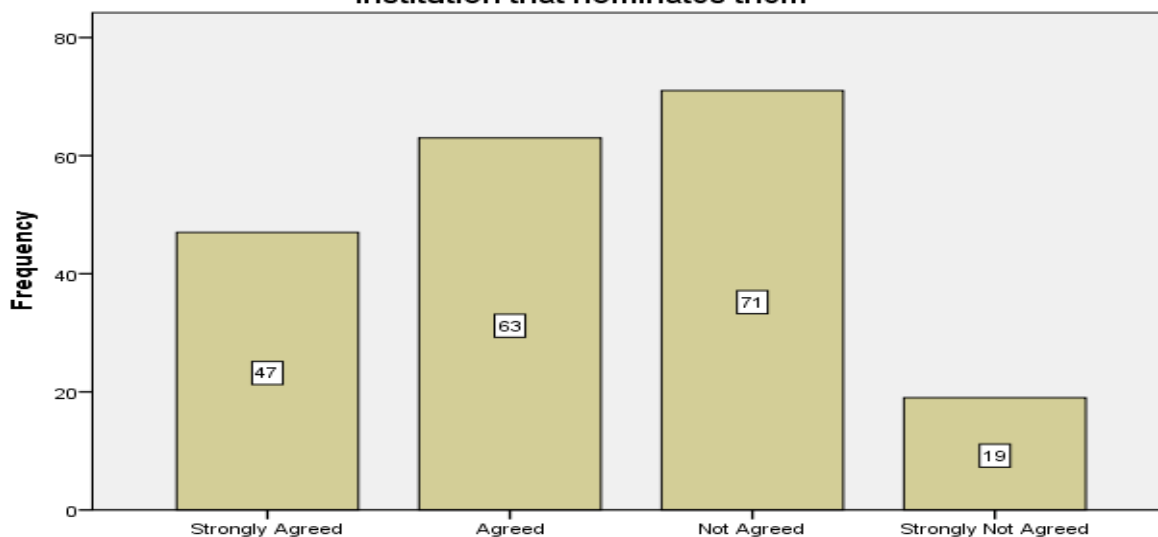


Table 4.5 shows that beneficiaries of TETFund in some are not fulfilling their bonds before they leave the institutions that nominate them. The table shows that 110 respondents (55%) agreed with the view, while 90 respondents (45%) did not agree.

#### 4.6. Summary of Major Findings

1. Out of 200 respondents, 132(66%) agreed that there was lack of trained/qualified staff and that academic staff are not conducting regular research before TETFund emergence.
2. It is observed that out of 200 respondents, an average of 140 respondents (i.e.70%) supported the view that TETFund intervention has greatly improved the academic staff in

terms of fund for training, and research material such as text books, internet facilities, etc. Hence, over 75% of syllabuses are now been covered in most tertiary institutions.

3. Out of 200 respondents, 123 respondents (61.5%) supported the view that there is unequal allocation of fund to beneficiaries within their institutions, also 155 respondents (77.5%) agreed that some states/institutions are been given high priorities over others in fund sharing, it was also observed that 134 (67%) of respondents agreed that contracts are awarded to non-professionals/experts contractors which lead to substandard projects. This shows that there are lot of problems facing the disbursement of TETFund money.

4. Way forward, out of 200 respondents, 144 (72%) agreed the view that equal fund allocation formula should be implemented against 54 respondents which represent 28%. Similarly, 172 respondents (86%) agreed on the suggestion that both academic and non-academic staff should have representatives in TETFund management body. But 28 respondents (14%) rejected the view.

5. Another important finding in the research is the issue of bonding. Here 110 (55%) respondents agreed that some beneficiaries of TETFund training programme do not fulfil their bond before leaving the institutions that nominate them.

#### **4.7. Discussion of Findings**

In this course of study, after data had been collected and analyzed, numerous findings were made.

Firstly, we found out that prior to the emergence Tertiary Education Trust Fund (TETFund), our institutions of higher learning had a very ugly sight to behold.

Uruakpa (1999), Ozurumba (1982), Okonkwo and Okonkwo (1998) and Ikemefuna (1995) unanimously agreed that the promulgation of the Education Trust Decree was indubitable. Although the Tertiary Education Trust Fund (ETFund) was established to check the numerous problems confronting learning in our tertiary institutions. It is also being confronted by numerous problems that are threatening its foundation. This work reveals that there is unequal of fund allocation both to the institutions/states from TETFund body and to the beneficiaries at institutional level. Chapter four, table 4.3a revealed clearly that out of 200 respondents who were asked whether there is unequal allocation of fund to beneficiaries within their institutions, 123 respondents (61.5%) have agreed while 87 respondents (48.5%) opposed the motion.

In chapter two of this work, Uzonwanne (2000) posited that the country loses N6 billion annually of the Education Trust fund to under-assessment, under-collection and outright theft by FIRS.

Irregularities can be detected and prevented a sound accounting system. Okezie (1999) pointed out that effective accounting system provides a means of knowing when things go out of control. Okezie (1999) again went further to say that a good accounting system ensures that all financial transaction both incoming and outgoing are properly recorded. The theft of the fund's money as a result of diversion of cheques to private accounts, foreign exchange manipulation, concealment of funds and accounted exchange

earnings which the fund is saddled with are attributed to lack of proper accounting records in TETFund.

Table 4.3c shows that contracts are awarded to non-professionals/experts hence lead to substandard projects. Anyanwu (2001) said that an organization that has no system of effective internal control stands the high risk of losing large portions of its resources through wastage, embezzlement, misappropriation and financial recklessness. The findings showed that TETFund lacks effective internal control of awarding contracts and this has given rise to numerous ills in the organization as depicted above by Anyanwu.

The findings got from table 4.4 shows that these problems that TETFund is facing can be surmounted. This includes the following:

- Equal fund allocation formula should be implemented;
- Both academic and non-academic staff should have representative at the TETFund management body.
- Bond should be fully served before leaving the institution.

## 5. Recommendations and Conclusion

Despite the fact that TETFund has immensely improved our tertiary institutions in terms of trained/qualified staffs since its inception, the research shows that there is still need for improvement in that area. The research also gathered that, though an interesting level have been reached in conducting academic research, however, more effort need to be made by the academic staffs of our tertiary institutions in conducting regular research.

Furthermore, the research agreed that enough research/lecture materials (such as research fund, textbooks, internet, laboratory kits, etc.) are now available in libraries, laboratories, and offices as a result of the TETFund intervention enjoyed by our tertiary institutions, hence three quarter of our syllabuses are covered.

Moreover, the research found that there is unequal allocation of staff training and or conference fund to state/institution and also to individual beneficiaries and further agreed that equal fund allocation formula should be implemented and followed.

In addition, the research shows that contracts are awarded to non-professional contractors, which leads to sub-standard projects. The research recommended that contract should be awarded based on contractor`s experience and record. Nevertheless, the research also gathered that both academic and non-academic staff should have representatives in the TETFund management body.

Finally, it is recommended that our institutions through which TETFund monitor the bonds signed by nominees should take a robust measure on fulfilling bond. This is because the research has agreed that nominees are not fulfilling their bond before leaving the institution that sponsored them.

It is hopeful that further researche would consider a wider study area or even different geo-political zone in order to close the wide gap left by this research as a result of insecurity and other factors, hence provide more viable result.

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**APPENDIX I: COVERING LETTER**

Dear Respondent;

A research is being currently conducted on “The Impact of Tertiary Education Trust Fund” and needs your response to the questions contained on the next page. Kindly respond to the questions to aid us in our findings and analysis.

Your privacy will be highly protected during the analysis.

Thank you.

Yours faithfully

Hamisu Alhaji Ali

&

Musa Wakil Bara

Researchers



## APPENDIX II: THE QUESTIONNAIRE

### Questionnaire

Please Tick [✓] one option:

**SA** = Strongly Agreed, **A** = Agreed, **NA** = Not Agreed, **SN** = Strongly Not Agreed

- Q1. There was lack of trained/qualified staff before TETFund intervention.  
SA [ ], A [ ], NA [ ], SA [ ]
- Q2. Academic staff are not conducting regular research due to lack fund support before TETFund. SA [ ], A [ ], NA [ ], SA [ ]
- Q3. Trained staff are now available since the emergence of TETFund.  
SA [ ], A [ ], NA [ ], SA [ ]
- Q4. There are enough research materials (such as textbooks, internet, etc) in offices and libraries; hence over 75% of our syllabuses are covered.  
SA [ ], A [ ], NA [ ], SA [ ]
- Q5. There is unequal allocation of fund to beneficiaries within our institution.  
SA [ ], A [ ], NA [ ], SA [ ]
- Q6. Some states/institutions are given high priorities over the others in terms of fund sharing. SA [ ], A [ ], NA [ ], SA [ ]
- Q7. Contracts are awarded to non-professional contractors hence leads to substandard projects. SA [ ], A [ ], NA [ ], SA [ ]
- Q8. Equal Fund allocation formula should be implemented and followed.  
SA [ ], A [ ], NA [ ], SA [ ]
- Q9. Academic and Non-academic staff association to have representatives in TETFund management body. SA [ ], A [ ], NA [ ], SA [ ]
- Q10. Beneficiaries of TETFund are not fulfilling their bonds before leaving the institution that nominates them. SA [ ], A [ ], NA [ ], SA [ ]